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HAZEN'S
COMPLETE SPELLING-BOOK

FOR
*ALL GRADES OF PUBLIC AND
PRIVATE SCHOOLS.*

CONTAINS

THREE PARTS,

ADAPTED TO PRIMARY, INTERMEDIATE, GRAMMAR
AND HIGH SCHOOLS.

BY
M. W. HAZEN, M.A.

PUBLISHED BY
GINN, HEATH, & COMPANY,
BOSTON, NEW YORK, AND CHICAGO,
1884.

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PREFACE.

A SPELLING-BOOK is a necessity. It should be used every day in every grade of school.

No study is of more importance than this study of words. It includes enunciation, pronunciation, reading, conversation, writing, a knowledge of the meanings of words, and accuracy in using them.

Properly taught, it must also result in an enlarged vocabulary, as well as in an increased ability to gain, and to express, ideas.

In this book, the author has attempted to aid in reaching these results.

In the Primary Division of the book, such words as the child uses and hears daily are first given, so that each word may represent an idea to him.

Based on this *known* word and idea, an attempt is made in each lesson to teach something *not before known*, in such a way as to enlarge the power of thought and expression, to fix the forms and meanings of words in the mind, and to strengthen the memory.

In this way, the sounds are taught, synonyms and opposites are gradually introduced, and the pupil is led to see the various meanings a word may have through its connection with other words. He is also taught to form sentences to illustrate these meanings, and to show that he understands them. The lessons have been so carefully graded that great improvement must result, even if no drill on sentences, such as is recommended, be given. But the author

hopes that the many excellent teachers, aided by progressive committees, will carry out the simple, practical plan of the book, and thus raise spelling to its proper high position among our common-school studies.

Attention is called to the following special features :—

1. There are three books (or divisions) *adapted* to the *different school grades*.

2. The *easiest* words have been placed first, and, to facilitate teaching the *sounds* of the letters, the columns of words in each lesson, at first, contain but *one new vowel-sound*.

3. Words have been selected without regard to length, *provided* they are *familiar to the child*, and do not contain *too difficult* combinations of letters.

4. The first twenty-four pages present the words in script and in print.

5. The sentences are to be dictated by the teacher and written by the pupil. The words in *Italic* should be also spelled orally, and their synonyms given, *as far as they have synonyms*, or synonymous expressions, *known* to the pupil or *given* in the *lists of words*.

6. The grading is a special feature, great care having been taken in regard to the selection of words, their use in sentences, and the kind of work to be done by the pupils.

7. The sentences are in many cases from standard authors, are models of sentiment and style, and should be thoroughly studied and understood. They may be read by the pupils, and, *being natural*, must aid in *teaching proper expression* in reading.

8. The *repetition* of words in *reviews*, *synonyms*, and *sentences*, will ensure *familiarity* with their *forms* and *uses*.

9. The pupil is *led* to *define* words from *his own knowledge* in such a way as to *enlarge* his *vocabulary* and to *increase* his *power of expression*.

10. As soon as the pupil is prepared for such work, a *systematic* teaching of *synonyms* and *opposites* is introduced.

11. Words spelled *alike* and pronounced *differently*, and words spelled *differently* and pronounced *alike*, are given in sentences, to show their meanings, and, in some cases, in columns, with their definitions.

12. The Intermediate and Grammar Divisions carry out the same plan, but, by a different way of presenting the subject, break up the monotony of the study.

13. Words spelled differently by Webster and Worcester are carefully noted.

14. Rules for spelling are so given as to help the pupil to *spell*, *define*, and *use new words*.

15. Prefixes and Suffixes are taught, to enlarge the vocabulary, and to show the *composition* and *exact meanings of words*.

16. The *Test Speller* includes a *general review*, with words so grouped as to teach more than a mere miscellaneous list of words.

17. The *arrangement of synonyms in groups* must be of great advantage in this especially profitable study.

18. The foot-notes give valuable hints to teachers. Several full pages of notes have been given, to lead to systematic work.

In conclusion, the author would gratefully acknowledge his obligations to those personal friends and eminent educators who have so kindly encouraged and aided him in his work, and also to MESSRS. J. S. CUSHING & Co., the printers, to whom the credit of the typography is due.

NOTES FOR TEACHERS.

STUDY the plan of the book, understand its successive steps, know just what each lesson is meant to teach, and then carry out the plan as carefully as possible.

The book should be put into the pupil's hands as soon as he begins to read.

Read the sentences, and let the pupil read them after you. Be sure he pronounces each word correctly and gives the proper accent and inflection. Read the lists of words in the same way, paying particular attention to distinct enunciation.

Teach the sounds of letters by reading several words having the sound you wish to teach; *e.g.*, Lesson 1: To teach the short sound of *a*.

Teacher. Rat, cat, mat, bat, — *ă, ă, ă, ă* (giving the sound of *a*, not its name).

Pupil. Rat, cat, mat, bat, — *ă, ă, ă, ă*.

When this sound is well understood, and given correctly, the sound of *t* should be taught in the same way; *e.g.*, —

T. Rat, cat, mat, bat, — *t, t, t, t*.

P. Rat, cat, mat, bat, — *t, t, t, t*.

This is the best way to teach sounds to any class of pupils; but if the class is older, and cannot give sounds correctly, the teacher should drill them every day on the "Key," p. 86, Grammar Division, in the way indicated.

Teach the children to spell by letter in the same way; *e.g.*, —

T. Rat, — *r, a, t, rat*.

P. Rat, — *r, a, t, rat*.

Go through each lesson in this way until the class can read and study it without help.

The aim of the book is to teach pupils to write and to spell words intelligently. To do this, the lessons should be written, sentences formed from the lists of words to show that their meanings are understood, and children *should be taught to study* the lesson for themselves. Let the class copy the words and sentences in script. Do not hurry

on these first lessons. Take a week, if necessary, on each one. Do the work thoroughly, if it takes a month to a page.

This covers the work as far as Lesson 18, where words with similar meanings are introduced.

Go on with the above plan as far as p. 25, but add to it a few exercises like this, —

T. What word means the same as "binds"?

P. Tie.

T. What word means the same as "cords"?

P. Ropes.

T. Give the sentence using these words.

P. "They tie him with ropes."

This drill on synonyms will prove of great value. Use it, as you find in the lessons words whose synonyms are known to the class. *Observe the foot-notes.* Silent letters can be indicated by drawing a line through them.

Lesson 49. From this point dictate each lesson, and have all the words written. Let the class also spell orally the words in *Italic* and in the columns, and give or write sentences containing the words in the columns.

Notice the words in *Italic*. 1. They should all be spelled orally, to fix them in the mind as they are on the page. 2. Some of them have synonyms given in the list of words. These synonyms should be substituted in the written sentence or *written above* the word. 3. Some of them have synonyms known to the child, and not given in the list of words. These should be written above the words in *Italic*. 4. Some of them have opposites that will serve to show that the child knows their meanings. These opposites should generally be given orally.

The words in the columns have been carefully selected: 1. To give some synonyms for words in the sentences; 2. To give another meaning to some word previously used; 3. To give practice in spelling common words that the pupil uses, hears, or sees, in his reading; 4. To give opposites for words in the lessons.

Lessons 1 and 2 of the Intermediate will show some new work. *In addition to the plan in the Primary*, the aim should be to show the different meanings the same word may have in different sentences. This is best done by using the word in two or more sentences; *e.g.*, Lesson 1 "bad."

Select a few words in each lesson. Let the pupils write each in two or more sentences, to show as many uses. Then substitute, as in Les-

son 1, other words (or a phrase) of similar meaning. *Dwell on this point:* That the connection of a word in a sentence often controls its meaning. Besides this, continue the work as laid down in the Primary.

Lesson 17. Practice forming the plurals of words, according to the rule, until each pupil applies it unconsciously.

Lesson 21. Have the meanings given according to the prefixes, and practice forming words with the prefixes and suffixes as fast as they are taught.

Lesson 66. This may seem difficult, but, with practice, is very easy; *e.g.*, the last two lines, "And declares to all lands the deeds of God." Poems from the Reader should be used in the same way. It is invaluable as a drill on meaning and expression.

Lesson 83. Do not neglect these Rules. Give sentences for the pupils to write, and use other forms of the words in the lessons to test their knowledge of the rules; *e.g.*, "I inferred that you suffered much before quitting the perilous country." Have the pupils write sentences, using all the words in each list, in a similar way.

These same directions apply to Lessons 89, 98, 121, etc.

The Grammar Division carries out the same general plan of work adapted to older pupils, who should be encouraged to use the Tables of Prefixes and Suffixes, and Synonyms. The latter deserves special notice. In studying this, a few words only should be assigned for a lesson, and sentences should be given to show as many meanings, at least, as are given in the table. Take the word "acute," for example. "He is an ^{discerning} acute observer." "I am suffering ^{intense} acute pain." "This is an ^{pointed} acute leaf." Several other meanings may be given, if desired, but it is not intended to give all the meanings that a word may have. A few opposites are given. These are, of course, to only one of the many meanings of a word. The pupil should choose the synonym to which the opposite is given, and give opposites of the others when known. The shades of meanings in the synonyms are designated by semicolons. The Test Speller will be of use in reviewing the hard words, as well as for a drill for advanced classes.

If teachers use the book as a simple spelling exercise, they can read the sentences aloud, and require the pupils to spell the words in *Italic* (and others if preferred), together with the lists of words, and have the synonyms given orally.

HAZEN'S
COMPLETE SPELLING-BOOK.

PRIMARY.

LESSON 1.

*See my cat. She is on the mat.
Do you see her?*

rat	cat	mat	bat
<i>rat</i>	<i>cat</i>	<i>mat</i>	<i>bat</i>
ran	man	can	pan
<i>ran</i>	<i>man</i>	<i>can</i>	<i>pan</i>

LESSON 2.

*The cat bit the rat. Is the pin
made of tin? Did you see the pig?*

big	pig	dig	did
<i>big</i>	<i>pig</i>	<i>dig</i>	<i>did</i>
sit	bit	tin	pin
<i>sit</i>	<i>bit</i>	<i>tin</i>	<i>pin</i>

LESSON 3.

*The cat saw the pig. She ran
and sat on the mat. The rat bit
my hand. It hid in the sand.*

bid	fit	hit	rib	bib
<i>bid</i>	<i>fit</i>	<i>hit</i>	<i>rib</i>	<i>bib</i>
bad	fat	sat	sand	sad
<i>bad</i>	<i>fat</i>	<i>sat</i>	<i>sand</i>	<i>sad</i>

LESSON 4.

*See the men in the bed. I fed
my cat. The rat hid in the pen.
The hen is wet.*

men	bed	red	fed	pet
<i>men</i>	<i>bed</i>	<i>red</i>	<i>fed</i>	<i>pet</i>
get	let	hen	pen	wet
<i>get</i>	<i>let</i>	<i>hen</i>	<i>pen</i>	<i>wet</i>

LESSON 5.

*The dog saw a frog on a log.
The boy lost his way in the fog.
He did not hit the dog.*

dog	fog	log	hog	rod
<i>dog</i>	<i>fog</i>	<i>log</i>	<i>hog</i>	<i>rod</i>
on	not	hot	top	lot
<i>on</i>	<i>not</i>	<i>hot</i>	<i>top</i>	<i>lot</i>

LESSON 6.

*Get up, John; the sun is up.
The boy has a gun. He has cut
his hand. See him run.*

cut	sun	gun	run	fun
<i>cut</i>	<i>sun</i>	<i>gun</i>	<i>run</i>	<i>fun</i>
up	cup	but	mud	tub
<i>up</i>	<i>cup</i>	<i>but</i>	<i>mud</i>	<i>tub</i>

LESSON 7.

I sent John to tend store. He lent me his tent. I can mend it if you lend it to me.

sent	lent	tent •	bent	dent
<i>sent</i>	<i>lent</i>	<i>tent</i>	<i>bent</i>	<i>dent</i>
send	lend	tend	bend	mend
<i>send</i>	<i>lend</i>	<i>tend</i>	<i>bend</i>	<i>mend</i>

LESSON 8.

Run to the tent and get the old cat. Go now, for it is cold. Can you hold her?

old	bold	cold	hold	sold
<i>old</i>	<i>bold</i>	<i>cold</i>	<i>hold</i>	<i>sold</i>
no	go	gold	told	fold
<i>no</i>	<i>go</i>	<i>gold</i>	<i>told</i>	<i>fold</i>

LESS. 7 : These words are made from letters and sounds previously given.

LESS. 8 : 5.

LESSON 9.

*The cart is not far from the barn.
It will do no harm. I can see a
star in the dark.*

car	far	part	star	dark
<i>car</i>	<i>far</i>	<i>part</i>	<i>star</i>	<i>dark</i>
cart	arm	farm	barn	harm
<i>cart</i>	<i>arm</i>	<i>farm</i>	<i>barn</i>	<i>harm</i>

LESSON 10.

*The tall man is bald. See him
fall over the wall. Do you call the
hall warm?*

all	call	ball	fall	tall
<i>all</i>	<i>call</i>	<i>ball</i>	<i>fall</i>	<i>tall</i>
wall	bald	warm	hall	salt
<i>wall</i>	<i>bald</i>	<i>warm</i>	<i>hall</i>	<i>salt</i>

LESS. 9: *ä*. LESS. 10: *a, l*. Sounds may be found by prolonging a word, e.g. wall = *oo-aw-l*.

LESSON 11.

*Can you see me? Yes, we see
you. You are in the park. Hark!
Hear the bad dog bark!*

be	me	he	she	we
<i>be</i>	<i>me</i>	<i>he</i>	<i>she</i>	<i>we</i>
hark	bark	park	dark	mark
<i>hark</i>	<i>bark</i>	<i>park</i>	<i>dark</i>	<i>mark</i>

LESSON 12.

*Call the cat. Pussy! pussy!
come, puss! I will hold you in
my lap. The tub is full. Do not
put any more water in it.*

bull	full	pull	put	thank
<i>bull</i>	<i>full</i>	<i>pull</i>	<i>put</i>	<i>thank</i>
push	bush	puss	pus'sy	wash
<i>push</i>	<i>bush</i>	<i>puss</i>	<i>pussy</i>	<i>wash</i>

LESS. 11: ē, w = ōō, k. LESS. 12: u, ss, sh. Teach pupils to mark the sounds.

LESSON 13.

*Here is a fork. Is this a cow's
horn? Why do cows have horns?
I was born in May.*

born	fork	lord	horn	corn
<i>born</i>	<i>fork</i>	<i>lord</i>	<i>horn</i>	<i>corn</i>
short	north	sort	cord	cork
<i>short</i>	<i>north</i>	<i>sort</i>	<i>cord</i>	<i>cork</i>

LESSON 14.

*Now we will go down town.
How the dog growls! Do not
frown. We will sit down in the
shade.*

cow	how	now	bow	vow
<i>cow</i>	<i>how</i>	<i>now</i>	<i>bow</i>	<i>vow</i>
down	town	howl	frown	growl
<i>down</i>	<i>town</i>	<i>howl</i>	<i>frown</i>	<i>growl</i>

LESS. 13: o, th.

LESS. 14: ow.

Try to make new words with the sounds already taught.

LESSON 15.

*The world is full of joy. Do
not spoil my toy. Oil will burn.
A cent is a coin.*

boy	joy	toy	coin	join
<i>boy</i>	<i>joy</i>	<i>toy</i>	<i>coin</i>	<i>join</i>
oil	toil	boil	soil	point
<i>oil</i>	<i>toil</i>	<i>boil</i>	<i>soil</i>	<i>point</i>

LESSON 16.

*The moon will rise soon, for the
sun has gone down. There it is
now. It is round and full.*

moon	soon	boot	room	cool
<i>moon</i>	<i>soon</i>	<i>boot</i>	<i>room</i>	<i>cool</i>
stool	food	noon	fool	hoop
<i>stool</i>	<i>food</i>	<i>noon</i>	<i>fool</i>	<i>hoop</i>

LESS. 15: oy, oi, j.

LESS. 16: oo.

Make sentences containing the words already learned.

LESSON 17.

"Round the house and round the house, and found in and about the house." What can it be?

out	a bout'	round	sound	found
out	about	round	sound	found
spout	house	mouse	count	mouth
spout	house	mouse	count	mouth

LESSON 18.

A good boy will mind his father and be kind to his sister. They bind him with cords. What word means the same as "bind"?

mind	find	bind	kind	rind
mind	find	bind	kind	rind
mild	wild	pint	wind	grind
mild	wild	pint	wind	grind

LESSON 19.—Review.

made	sand	hand	lost	send
<i>made</i>	<i>sand</i>	<i>hand</i>	<i>lost</i>	<i>send</i>
bend	store	fold	pus'sy	mark
<i>bend</i>	<i>store</i>	<i>fold</i>	<i>pussy</i>	<i>mark</i>
mend	dark	farm	barn	John
<i>mend</i>	<i>dark</i>	<i>farm</i>	<i>barn</i>	<i>John</i>
warm	hark	come	wa'ter	bush
<i>warm</i>	<i>hark</i>	<i>come</i>	<i>water</i>	<i>bush</i>

LESSON 20.—Review.

born	north	short	shade	cent
<i>born</i>	<i>north</i>	<i>short</i>	<i>shade</i>	<i>cent</i>
stool	mouse	rind	found	mild
<i>stool</i>	<i>mouse</i>	<i>rind</i>	<i>found</i>	<i>mild</i>
growl	frown	howl	point	spoil
<i>growl</i>	<i>frown</i>	<i>howl</i>	<i>point</i>	<i>spoil</i>
round	cords	a bout'	count	means
<i>round</i>	<i>cords</i>	<i>about</i>	<i>count</i>	<i>means</i>

LESSON 21.

A tall tree stood in the woods near by. Look at the book! The cook hung her hood on the hook.

good	wood	hood	stood	hook
<i>good</i>	<i>wood</i>	<i>hood</i>	<i>stood</i>	<i>hook</i>
book	cook	look	took	foot
<i>book</i>	<i>cook</i>	<i>look</i>	<i>took</i>	<i>foot</i>

LESSON 22.

Keep your feet from evil and your mouth from telling lies. We need sleep. Seven days make a week.

feet	feel	keep	heel	meet
<i>feet</i>	<i>feel</i>	<i>keep</i>	<i>heel</i>	<i>meet</i>
week	sleep	need	street	seem
<i>week</i>	<i>sleep</i>	<i>need</i>	<i>street</i>	<i>seem</i>

LESSON 23.

*Can I take your cane? My
cap and cape hang on the wall.
He made the dog mad.*

pan	can	cap	hat	mad
<i>pan</i>	<i>can</i>	<i>cap</i>	<i>hat</i>	<i>mad</i>
pane	cane	cape	hate	made
<i>pane</i>	<i>cane</i>	<i>cape</i>	<i>hate</i>	<i>made</i>

LESSON 24.

*I can write my name. I am
five years of age. John is not late
at school. Jane is never tardy.*

late	face	gate	slate	name
<i>late</i>	<i>face</i>	<i>gate</i>	<i>slate</i>	<i>name</i>
gave	age	cake	bake	lame
<i>gave</i>	<i>age</i>	<i>cake</i>	<i>bake</i>	<i>lame</i>

LESS. 23: *ā* and *ä* contrasted.LESS. 24: *ġ* = *j*.Notice the effect of the silent *e*.

LESSON 25.

*We can play "hide and seek."
I hid a pin. Can you find it?
I will hide behind the pine.*

rip	hid	pin	bit	win
<i>rip</i>	<i>hid</i>	<i>pin</i>	<i>bit</i>	<i>win</i>
ripe	hide	pine	bite	wine
<i>ripe</i>	<i>hide</i>	<i>pine</i>	<i>bite</i>	<i>wine</i>

LESSON 26.

*I have no note to-day. The
dog has a bone. I hope he rode
home. See the frog hop!*

not	rod	rob	dot	hop
<i>not</i>	<i>rod</i>	<i>rob</i>	<i>dot</i>	<i>hop</i>
note	rode	robe	home	hope
<i>note</i>	<i>rode</i>	<i>robe</i>	<i>home</i>	<i>hope</i>

LESSON 27.

*Let us use the mule to ride with
to-day. Huge means very large.
Is a pipe-stem a tube?*

us	hug	tub	cur	plum
<i>us</i>	<i>hug</i>	<i>tub</i>	<i>cur</i>	<i>plum</i>
use	huge	tube	cure	plume
<i>use</i>	<i>huge</i>	<i>tube</i>	<i>cure</i>	<i>plume</i>

LESSON 28.

*I wish I had the dish. See
the sheep, down by the brush-heap.
Shall I shake the bush?*

dish	cash	fish	rush	rash
<i>dish</i>	<i>cash</i>	<i>fish</i>	<i>rush</i>	<i>rash</i>
shake	shall	shop	shot	shame
<i>shake</i>	<i>shall</i>	<i>shop</i>	<i>shot</i>	<i>shame</i>

LESS. 27: ū and ū, ġ and ġ, s and s contrasted. LESS. 28: sh for drill.

LESSON 29.

A boy hit a black duck with a brick. "Quack, quack!" said the duck, "I will swim away from you."

stick	brick	rock	black	pick
<i>stick</i>	<i>brick</i>	<i>rock</i>	<i>black</i>	<i>pick</i>
duck	back	crack	sick	quack
<i>duck</i>	<i>back</i>	<i>crack</i>	<i>sick</i>	<i>quack</i>

LESSON 30.

May I go out to play? No, May, it will rain soon, so you must stay in the house, to-day.

day	gay	hay	play	stay
<i>day</i>	<i>gay</i>	<i>hay</i>	<i>play</i>	<i>stay</i>
tail	rain	laid	pain	plain
<i>tail</i>	<i>rain</i>	<i>laid</i>	<i>pain</i>	<i>plain</i>

LESS. 29: ek, qu = kw = kōō. The breathing extends through the ōō. LESS. 30: āy, āi.

LESSON 31.

*Each one may read aloud. Lean
meat makes men strong. I do not
fear the dark, for I am brave.*

read	near	cream	each	scream
<i>read</i>	<i>near</i>	<i>cream</i>	<i>each</i>	<i>scream</i>
fear	lean	meat	hear	stream
<i>fear</i>	<i>lean</i>	<i>meat</i>	<i>hear</i>	<i>stream</i>

LESSON 32.

*Paul saw Saul when he shot
the hawk. The hawk had claws.
The dog has paws. The cow has
hoofs.*

awl	raw	saw	hawk	straw
<i>awl</i>	<i>raw</i>	<i>saw</i>	<i>hawk</i>	<i>straw</i>
haul	Saul	Paul	pause	Maud
<i>haul</i>	<i>Saul</i>	<i>Paul</i>	<i>pause</i>	<i>Maud</i>

LESS. 31: ēa. Give words meaning the opposite of "dark,"
"brave," "lean." LESS. 32: aw, au.

LESSON 33.

Do, please, move to the end of the seat. I feel the heat too much. Beet-root is used for food.

who	to	move	do	prove
<i>who</i>	<i>to</i>	<i>move</i>	<i>do</i>	<i>prove</i>
food	too	root	loop	loom
<i>food</i>	<i>too</i>	<i>root</i>	<i>loop</i>	<i>loom</i>

LESSON 34.

See the clouds in the sky! Father said it might rain to-day. "Might" sometimes means power or strength.

my	fly	sky	dry	try
<i>my</i>	<i>fly</i>	<i>sky</i>	<i>dry</i>	<i>try</i>
sight	high	nigh	fight	might
<i>sight</i>	<i>high</i>	<i>nigh</i>	<i>fight</i>	<i>might</i>

LESSON 35.

*How thick the thorns grow by
the side of the path! The width
of the cloth is more than three feet.*

think	thin	thorn	throw	thanks
<i>think</i>	<i>thin</i>	<i>thorn</i>	<i>throw</i>	<i>thanks</i>
path	both	bath	cloth	width
<i>path</i>	<i>both</i>	<i>bath</i>	<i>cloth</i>	<i>width</i>

LESSON 36.

*The cheek and chin are parts
of a child's face. What is a chair?
The hen will hatch the eggs.*

cheat	chin	cheek	child	chip
<i>cheat</i>	<i>chin</i>	<i>cheek</i>	<i>child</i>	<i>chip</i>
march	watch	hatch	which	match
<i>march</i>	<i>watch</i>	<i>hatch</i>	<i>which</i>	<i>match</i>

LESS. 35: th.

LESS. 36: ch, tch for practice.

Give two meanings of "watch."

LESSON 37.

May I bathe in the stream beneath the trees? Put your clothes under the bushes, and bathe in the smooth water.

this	than	the	then	them
<i>this</i>	<i>than</i>	<i>the</i>	<i>then</i>	<i>them</i>
breathe	bathe	smooth	clothes	either
<i>breathe</i>	<i>bathe</i>	<i>smooth</i>	<i>clothes</i>	<i>either</i>

LESSON 38.

The oats cannot grow, for the snow covers the ground. The boat floats on the pond, near the road.

boat	oats	road	float	goat
<i>boat</i>	<i>oats</i>	<i>road</i>	<i>float</i>	<i>goat</i>
slow	grow	blow	snow	row
<i>slow</i>	<i>grow</i>	<i>blow</i>	<i>snow</i>	<i>row</i>

LESS. 37: th, ea, ei.

LESS. 38: oa, ow.

Use other words instead of "put" and "under."

LESSON 39. — Review.

stood	• play	street	home	week
<i>stood</i>	<i>play</i>	<i>street</i>	<i>home</i>	<i>week</i>
sev'en	swim	name	house	e'vil
<i>seven</i>	<i>swim</i>	<i>name</i>	<i>house</i>	<i>evil</i>
scream	school	pause	quack	
<i>scream</i>	<i>school</i>	<i>pause</i>	<i>quack</i>	
plume	years	shame	tell'ing	
<i>plume</i>	<i>years</i>	<i>shame</i>	<i>telling</i>	

LESSON 40. — Review.

hawk	march	claws	watch
<i>hawk</i>	<i>march</i>	<i>claws</i>	<i>watch</i>
move	please	which	breathe
<i>move</i>	<i>please</i>	<i>which</i>	<i>breathe</i>
high	be neath'	might	smooth
<i>high</i>	<i>beneath</i>	<i>might</i>	<i>smooth</i>
width	fa'ther	throw	moth'er
<i>width</i>	<i>father</i>	<i>throw</i>	<i>mother</i>

LESSON 41.

The leaves die in the fall. See them lying on the ground. They look dry and gray.

die	dy'ing	lie	ly'ing	tie
<i>die</i>	<i>dying</i>	<i>lie</i>	<i>lying</i>	<i>tie</i>
they	o bey'	gray	prey	ty'ing
<i>they</i>	<i>obey</i>	<i>gray</i>	<i>prey</i>	<i>tying</i>

LESSON 42.

Could you count the leaves that fall, enough to cover up the wall? How pleasant the weather is.

tired	pleas'ant	mean	bright	scratch
<i>tired</i>	<i>pleasant</i>	<i>mean</i>	<i>bright</i>	<i>scratch</i>
ver'y	should	would	could	buy'ing
<i>very</i>	<i>should</i>	<i>would</i>	<i>could</i>	<i>buying</i>

LESS. 41: ie, ey = ā; ie is changed to y before -ing.

LESS. 42: gh = f; ou = u; ēa, ed.

LESSON 43.

*Kitty's fur was soft and white.
It was not like the horse's hair.
She had sharp claws in her soft
paws.*

right	green	horse's	white	Kit'ty's
<i>right</i>	<i>green</i>	<i>horse's</i>	<i>white</i>	<i>Kitty's</i>
wise	night	soft	rise	fly'ing
<i>wise</i>	<i>night</i>	<i>soft</i>	<i>rise</i>	<i>flying</i>

LESSON 44.

*A thief broke the window and
stole an overcoat. He hung it on
the pump in the barn-yard.*

sun'shine	thief	win'dow	field	grief
<i>sunshine</i>	<i>thief</i>	<i>window</i>	<i>field</i>	<i>grief</i>
wood'en	yard	nei'ther	thieves	o'ver coat
<i>wooden</i>	<i>yard</i>	<i>neither</i>	<i>thieves</i>	<i>overcoat</i>

LESS. 43: (?) Mark of possession or apostrophe; y = I.

LESS. 44: iē, y = I. Compound words.

LESSON 45.

*Do you see this pine board?
Where do you board this winter?
Did that crowd of boys crowd you?*

son	done	won	dove	none
<i>son</i>	<i>done</i>	<i>won</i>	<i>dove</i>	<i>none</i>
soup	group	troup	croup	through
<i>soup</i>	<i>group</i>	<i>troup</i>	<i>croup</i>	<i>through</i>

LESSON 46.

*A naughty, lazy boy, sat on a
grassy bank, trying to amuse him-
self by watching the lambs at play.*

lamb	la'zy	chil'ly	froz'en	naugh'ty
<i>lamb</i>	<i>lazy</i>	<i>chilly</i>	<i>frozen</i>	<i>naughty</i>
la'dy	noise	lin'ger	a muse'	sprang
<i>lady</i>	<i>noise</i>	<i>linger</i>	<i>amuse</i>	<i>sprang</i>

LESS. 45: 6, ou. Two meanings of "board."

LESS. 46: mb, z = z, ng.

LESSON 47.

The birds are up early. They hunt for worms. The robin has worked hard to earn his breakfast.

fir	cur	sir	her	fur
<i>fir</i>	<i>cur</i>	<i>sir</i>	<i>her</i>	<i>fur</i>
work	were	worm	bird	word
<i>work</i>	<i>were</i>	<i>worm</i>	<i>bird</i>	<i>word</i>

LESSON 48.

See Aunt. She puts baby into the cradle. I bow to my teacher. I shoot with my bow and arrow.

aunt	taunt	laugh	haunt	daunt
<i>aunt</i>	<i>taunt</i>	<i>laugh</i>	<i>haunt</i>	<i>daunt</i>
ba'by	bow	cra'dle	sharp	cough
<i>baby</i>	<i>bow</i>	<i>cradle</i>	<i>sharp</i>	<i>cough</i>

LESS. 47: *ir* = *ür*; *er* = *ör*; *ea*.

LESS. 48: *au*. Two meanings of "bow."

LESSON 49.

The lion is *called* the king of *beasts*. He *roars* so *loudly* that he *frightens* us. He has sharp teeth and is very strong and *fierce*.

keen	scares	fierce	fright'ens
roars	beasts	strong	loud'ly
dull	sharp	weak	fierce'ly

LESSON 50.

Shut the *blinds* and *bring* your *chair* to the *table*. The *lamps* are *lighted* and *tea* is *ready*. I am *thirsty* and *hungry*. This *bread* is very *nice*. Do you spread *butter* on your bread? *Pass* the *spoons*, *please*. The *cream* is *fresh*, but the *milk* is *sour*.

close	dry	draw	chair
flu'id	read'y	cream	hun'gry
bring	thirst'y	sour	please
lamp	but'ter	sweet	light'ed

LESSON 51.

Hear the clock *strike eight*! How *quickly* the *evening* has *passed*! Come and sing this song with me. We *sang* it *to-day* at *school*. It is *called* "Good Night." Be *careful* to sing as well as you can.

rap'id ly	school	gone	care'ful
quick'ly	swift'ly	eight	to-day'
passed	sang	night	e'ven ing

LESS. 49: Put some word in the place of "sharp," of "frightens." What word means the opposite of "strong." LESS. 50: Use some word instead of "shut," of "thirsty." What word means the opposite of "sour." LESS. 51: Use other words instead of "quickly," "passed."

LESSON 52.

Can you *count* the *little chickens* in the *barrel*? We will *feed* them after *dinner*. See their *tiny wings*. The poor *lame* one *cannot stand* up. We must *take care* that he gets *enough* to eat.

small	lame	can'not	chick'ens
ti'ny	feed	bar'rel	din'ner
wings	af'ter	plen'ty	e nough'

LESSON 53.

A *great hawk* *caught* one of the ducks *yesterday*, and *flew away* with her. The children *tried* to *frighten* him *off*, but he was not *afraid* of them.

large	caught	sor'ry	yes'ter day
off	a fraid'	with out'	chil'dren
flew	tried	half	be come'

LESSON 54.

How *nicely* you *write*! Your book is *clean* and neat. Good *morning*, John. Will you go with me this *afternoon* to skate on the *meadow*? Is the ice *thick* and *strong* enough to *bear* us?

poor'ly	neat'ly	o'ver	morn'ing
bad'ly	break	beyond'	after noon'
dir'ty	worth	drown	mead'ow
well	un'der	proud	be hind'

LESS. 52: Give words meaning the same as "count," "little," "tiny," "take care," "enough." Give the opposites of "little," "careful," "cannot." LESS. 53: Give words meaning the same as "great," "away," "off," "tried." LESS. 54: Give words (and their opposites) meaning the same as "nicely," "clean," "under," "proud."

LESSON 55. — Review.

chick'ens	bar'rel	drown	e'ven ing
din'ner	care'ful	passed	lin'ger
can'not	chil'dren	swift'ly	froz'en
e nough'	be come'	quick'ly	him self'
with out'	a fraid'	cra'dle	watch'ing
caught	fright'en	daunt	through
mead'ow	af ter noon'	laugh	sun'shine
be yond'	thirst'y	ar'rows	o'ver coat
hun'gry	light'ed	a muse'	ei'ther

LESSON 56.

scorn	voice	dawn	praise
fight	string	spoke	gen'tle
claim	scold	broom	pa'per
skill	waist	meek	sleep'y
ug'ly	smell	share	grand
tasks	steam	hence	slave
beams	smoke	wear	slice

LESSON 57.

shawl	shame	steep	breeze
jump	young	wink	red'breast
bleed	go'ing	snow	pow'der
reap	a'ny	paint	sel'dom
troop	meal	clear	brown
folks	pail	sack	de light'
drive	sound	grain	found
much	pear	a live'	dream

LESSON 58.

Did you ever notice that *er* added to some words makes them mean the one who does the thing itself? Thus : — bak-*er*, mak-*er*, walk-*er*. You see where there is an *e* at the end of the word it is dropped when *er* is added. Can you tell why?

talk' <i>er</i>	mil' <i>ler</i>	point' <i>er</i>	walk' <i>er</i>
grind	leath' <i>er</i>	sing' <i>er</i>	hunt
shi' <i>ny</i>	bloom	cheer' <i>ful</i>	frock
noise	farm' <i>er</i>	bak' <i>er</i>	play' <i>er</i>

LESSON 59.

The boys make a *dreadful* noise. I wish they would be *quiet*, so I could eat my lunch. They *broke* the *pointer* while *scratching* the *black-board*, and have *soiled* my frock.

fear' <i>ful</i>	peace	clear' <i>ly</i>	aw' <i>ful</i>
fright' <i>ful</i>	lunch	frame	dread' <i>ful</i>
still	wolves	geese	crow
love' <i>ly</i>	peo' <i>ple</i>	teach' <i>er</i>	be cause'

LESSON 60.

Ar'n't you going to school to-day? — I don't know. Are you? — Yes, I'm going. — Well, I'll go too. I've been every day, and you've stayed at home once. — Do you know what letters are left out of these words?

ar'n't	I'm	I'll	I've	you've	we've
can't	she's	he's	we'll	you'll	he'll
are not	I am	I will	I have	you have	we have
can't not	she is	he is	we will	you will	he will

LESSON 61.

Sixty seconds make a minute, sixty minutes make an hour, twenty-four hours make a day, seven days make a week, four weeks make a month, twelve months, or three hundred and sixty-five days, make a year.

twen'ty	hours	four	month
year	six'ty	sec'onds	three
hun'dred	sev'en	min'utes	twelve

LESSON 62.

A girl, playing on the sea-shore, placed her basket on the middle of a bench near by. Some boys were fishing, with a bent pin for a hook. They tried to look into her basket, and, to tease her, caught hold of her sleeve.

chalk	an noy'	vexed	crumb
tease	sleeve	bas'ket	mar'bles
mid'dle	rough	fish'ing	riv'er
play'ing	sea'-shore	bench	touch

LESSON 63.

"How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower."

hive	gath'ered	shin'ing	out'ward
hon'ey	o'pen ing	im prove'	mov'ing
bus'y	clos'ing	in'ward	com'fort
whole	feath'ers	cheap	ev'er y where

LESSON 64.

It is a *bitter* cold night. The coal *glows* in the *grate*, and the *kettle*, *boiling* on the fire, *sends forth* clouds of *steam*. I am *thankful* for my *pleasant* home, and wish all poor *people* had as much *comfort*.

wheat	folks	clouds	thank'ful
coal	bit'ter	ket'tle	boil'ing
cold	glows	tor ment'	prop'er
grate'ful	shines	hearth	pleas'ant

LESSON 65.

This is a *horse-chestnut* tree. It gives a *beautiful* shade, but its nuts are not good to eat. Here is a *mountain* ash with its *bright* red *berries*, and next stands a sugar maple, from whose *sweet sap* our *syrup* and maple sugar are made.

ber'ries	trunk	frost'y	chest'nut
wil'low	limbs	weath'er	au'tumn
squir'rel	root	ma'ple	beau'ti ful
bough	syr'up	leaf'y	moun'tain

LESSON 66.

A *cunning* monkey saw a cat as she lay *rolled* up on the mat *asleep*. He *meant* to *tease* her, and so *pulled* her tail; but she *quickly* *flew* at him, and *nearly* *scratched* out his eyes.

al'most	cun'ning	rushed	scratched
sud'den ly	mon'key	plague	pulled
shoul'der	a sleep'	shrill	rolled

LESSON 67.

"I once had a *mocking-bird*. He would *whistle*, and the dog would hunt *in vain* for his master. He would *cackle* for the hens, *cluck* for the chickens, mew like a cat, *gobble* like a turkey, *squeal* like a pig, and *imitate* almost everything."

mock'ing	whis'tle	an'i mals	some'body
im'i tate	vain'ly	tur'key	spar'row
cu'ri ous	creat'ure	squeal	pig'eon

LESSON 68.

"Thirty days hath September,
 April, June, and November;
 All the rest have thirty-one,
 Excepting February alone,
 Which has but twenty-eight, in fine,
 Except in leap-year it has twenty-nine."

leap'-year	Jan'u a ry	May	twen ty-nine'
Feb'ru a ry	Au'gust	June	Sep tem'ber
March	Oc to'ber	Ju ly'	No vem'ber
De cem'ber	seas'ons	sum'mer	Ex cept'ing

LESSON 69.

Papa has *brought* me some of the *finest muslin* for a dress. The sea is salt. There is a *tiny* bird in the *garden*. What is yarn made of?

sau'cy	brought	gar'den	mus'lin
yarn	marked	stare	fa'ther
shiv'er	drawn	or'der	burns
sneeze	burst	bub'bles	fin'est

LESSON 70.

In *building* a house, the *foundations* are first laid firm in the ground. *Sometimes* a cellar is dug and *lined* with stone. Houses may be made of *different materials*.

eaves	pi az'za	screws	porch
beam	lum'ber	tim'ber	joist
floor	ceil'ing	mar'ble	boards
glass	gut'ter	spout	nails

LESSON 71.

When this *country* was first *settled*, the houses were very small and were made of logs. They were not *plastered* or *painted*, and were cold and dark.

sash	stove	cu'po la	mop'-board
laths	ba'sin	paint	din'ing-room
kitch'en	li'bra ry	bal'us ter	en'try
ta'ble	pan'el	stairs	door'-knob
plas'ter	pan'try	fur'nace	win'dow-sill

LESSON 72.

My house is of *wood*. It has *clapboards* on the sides and ends, and *shingles* on the roof. Some houses have pieces of slate on the roof *instead* of shingles. Down stairs is the cellar with its stone walls. It is always cool there in summer, and warm in winter.

par'lor	at'tic	cham'ber	clap/boards
roof	sink	chim'ney	bath'-room
gar'ret	cel'lar	base'ment	bed'-room
clos'et	shin'gles	laun'dry	draw'ing-room

LESSON 73.

In old times *everybody* used *candles* to light the rooms in the *evening*. Then *somebody* made lamps, and whale-oil was used to burn in them, *until* a better kind of oil was found in the *ground*.

car'pet	bu'reau	lounge	look'ing-glass
pict'ures	shelves	tas'sels	gas'-fixt ures
match'-safe	vas'es	mir'ror	can'dle sticks
crick'et	cur'tain	pi a'no	lamp'-shade

LESSON 74.

I am the little *housekeeper*. Now I will set the table. First I will put on the cloth and *smooth* out all the *wrinkles*. Then I must *place* the plates and the knives and forks. I must not *forget* the cups and *saucers*, nor the *pitchers* for cream and for water.

ta'ble-cloth	knives	sau'cers	house'keep er
sug'ar-bowl	forks	plates	but'ter-dish es
nap'kins	spoons	salt'-cel lars	carv'ing-knife
tumb'lers	cups	gob'lets	cream'-pitch er

LESSON 75.

Now what shall we have for *dinner*? *Mock-turtle* soup, *boiled* codfish, and roast *mutton*, with *potatoes* and other *vegetables*, fill the table.

perch	su'et	break'fast	veg'e ta bles
soup	boiled	bread	mock'-tur tle
cheese	gra'vy	meat	cod'fish
sauce	eels	wal'nuts	pud'ding

LESSON 76. — Review.

leath'er	shoul'der	chest'nut	im'i tate
point'er	crumb	beau'ti ful	creat'ure
fear'ful	play'ing	moun'tain	mus'lin
swift'ly	im prove'	squir'rel	foun da'tion
dread'ful	o'pen ing	au'tumn	ceil'ing
hun'dred	gath'ered	cun'ning	bal'us ter
sec'onds	lounge	scratched	bu'reau
min'utes	grate'ful	plague	veg'e ta bles
mid'dle	boil'ing	pig'eon	ev'er y where

LESSON 77.

It is *pleasant* to know about the things we eat and wear. Corn was called *maize*. When *ground*, it is *meal*. *Flour* is made of *wheat*. Molasses and sugar are made from the sugar-cane.

beans	veal	had'dock	lob'ster
beets	lamb	her'ring	hal'i but
peas	ven'i son	sar'dine	pick'er el
steak	game	salm'on	mack'er el

LESSON 78.

There are so many things that are good for food that it would be *difficult* to *name* them all. Make a list of all you *remember*.

on'ion	pump'kin	cof'fee	mus'tard
car'rot	tur'nip	co'coa	pep'per
cel'er y	cab'bage	rai'sins	oat'meal
pars'nip	to ma'to	mel'ons	choc'o late
squash	rad'ish	vin'e gar	oys'ters

LESSON 79.

Be as busy as a bee and you will be happy. With his bare hands he held the bear by the tail.

bee, <i>an insect that makes honey.</i>	to, <i>towards, as far as.</i>
be, <i>to live, to exist.</i>	too, <i>also, over, e.g. too much.</i>
bear, <i>a rough, savage animal.</i>	two, <i>a number, one and one.</i>
bare, <i>without covering, naked.</i>	son, <i>a male child, a native.</i>
bear, <i>to convey, to endure.</i>	sun, <i>the body that lights the earth.</i>
tale, <i>a story, a narrative.</i>	pail, <i>an open vessel.</i>
tail, <i>the end, a part of an animal.</i>	pale, <i>without color, whitish.</i>

LESSON 80.

He ate eight pears. The flower is the most beautiful part of the plant.

ber'ry, <i>a small fruit with seeds.</i>	beet, <i>a garden vegetable.</i>
bur'y, <i>to cover with earth, to hide.</i>	beat, <i>to strike, to surpass.</i>
ate, <i>did eat.</i>	flour, <i>ground wheat.</i>
eight, <i>four and four, a number.</i>	flow'er, <i>a plant's blossom.</i>
vane, <i>a weathercock.</i>	sow, <i>to scatter seed.</i>
vein, <i>a blood-vessel, streak, layer.</i>	so, <i>thus, in this way.</i>
vain, <i>idle, useless, proud.</i>	sew, <i>to stitch with a thread.</i>

LESSON 81.

The dye was red. He sees the sailors, in their boat on the seas, seize their oars.

tax, <i>money paid to government.</i>	pear, <i>a tree and its fruit.</i>
tacks, <i>short, sharp nails.</i>	pair, <i>two of a kind, a couple.</i>
rain, <i>water from the clouds.</i>	pare, <i>to peel, to cut off the outside.</i>
rein, <i>the strap of a bridle.</i>	seas, <i>more than one sea.</i>
die, <i>to lose life.</i>	sees, <i>views, beholds, notices.</i>
dye, <i>to color, color.</i>	seize, <i>to take hold of, to grasp.</i>

LESSON 82.

Nearly all of these fruits are found wild in various parts of the world. *Melons, cucumbers, and guavas are classed as fruits.*

peach	ba na'na	dam'sons	goose'ber ries
ol'ives	ap'ri cot	cher'ries	black'ber ries
limes	cur'rants	blue'ber ries	pine'ap ples
lem'ons	quince	rasp'ber ries	straw'ber ries

LESSON 83.

When we say the *climate* of a place is *healthful*, we mean that the air is pure, and that it is *neither* very hot nor very cold. The *United States* has *almost* every kind of climate. In the North, there are cold winters. In the South, the roses are in *blossom* all the year.

cli'mate	health'ful	near'ly	whole'some
prod'uce	health'y	bloom	A mer'i ca
west'ern	blos'som	north'ern	south'ern

LESSON 84.

Uncle *climbed* the *ladder* after fresh grapes. He *slipped* and nearly broke his *ankle*. The *servant* *helped* him walk into the *library*. His *elbow* is *badly swollen*.

lad'der	an'swer	aid'ed	climbed
el'bow	swol'len	helped	stum'bled
fin'ger	troub'le	as sist'	cer'tain
un'cle	an'kle	ser'vant	down'ward

LESSON 85.

The *foolish*, *greedy* fellow cracked the *platter*. Did he *steal* the *steelyards*? I believe the pony is shaggy.

sil'ly	cracked	plat'ter	ea'ger
fool'ish	fel'low	wrong	guess
quite	shag'gy	har'ness	nee'dle
coun'try	wag'on	shad'ow	be lieve'

LESSON 86.

A *beam* of light. A *wooden beam*. A *big* boy. A *large* tree. The bird flew *low*. He is a *tall* man. It is a *high* price. The squirrel is *high* up in the tree.

comb	lit'tle	beard	boil'er
stu'pid	re turn'	cop'per	wom'an
great	for'est	cat'tle	tongue
crawls	spi'der	brushed	be tween'

LESSON 87.

It was a *cold*, *stormy*, *winter* day. The *boys* were *quietly* working in the *morning*. "You are *good* boys," said I, "to be so *good-natured* and to work so *well*. I see your *new* clothes are quite *clean*."

hap'py	soiled	dropped	search
i tal'ics	might'y	sup'per	broth'er
naught'y	nois'i ly	mem'ber	cloth'ing
nat'ure	cry'ing	un ru'ly	yel'low

LESS. 86: Use other words in the place of those in *Italic*.

LESS. 87: Use *opposites* in place of the words in *Italic*.

LESSON 88.

There are *twenty-six* letters in our *alphabet*, but *several* of them have more than one sound. These sounds are *shown* by *certain* marks over or under the letter. *A* has eight sounds, and *ei* is sometimes sounded like *ä*. He made a *feint* of cutting a *vein*. I *weigh* *eighty* pounds.

neigh'bor	skein	vein	al'pha bet
weight	veil	feign	cut'ting
freight	rein	deign	sev'er al
rein'deer	neigh	let'ters	reign

LESSON 89.

He is a *low* fellow. It was an *evil* deed. An *active* man is *quick* and *prompt*. It is *clear* that she needs *aid*. It is better to *bear* wrong than to do wrong. The ice will *bear* me.

base	bus'y	ev'i dent	suf'fer
vile	read'y	support'	as sist'ance
wick'ed	help	en dure'	re lief'
brisk	car'ry	plain	ap par'ent

LESSON 90.

See, the horse cannot *draw* the *load*. I have *secured* a man to *erect* my *dwelling*. If I *obtain* the *prize*, I will attend to this *matter*.

look	haul	win	bus'i ness
get	gain	drag	se cure'
pull	view	raise	con cern'
care	af fair'	build	ob serve'

LESSON 91.

The *knot* was *not* tied *before four* in the morning.
The *scent* of the roses you *sent* to me filled the room.

cent, *a small piece of money.*

four, *three and one.*

sent, *did send.*

fore, *in front of, coming first.*

scent, *a smell, an odor.*

no, *the word of refusal, not one.*

cents, *more than one cent.*

know, *to have knowledge of.*

sense, *reason, ability, faculty.*

not, *a word of refusal or denial.*

scents, *more than one odor.*

knot, *a tie, a hard place in wood.*

LESSON 92.

The winds *blew* all the clouds from the *blue* sky.
Come *here*, that you may *hear*. This is very *dear*.

blew, *did blow.*

dear, *beloved, costly, high-priced.*

blue, *a color like the sky.*

deer, *a wild animal with horns.*

all, *the whole, everything.*

whole, *all of, entire.*

awl, *a tool for making holes.*

hole, *a cavity, a hollow place.*

aunt, *a father's or mother's sister.*

hear, *to perceive by the ear.*

ant, *an emmet, a small insect.*

here, *in this place.*

LESSON 93.

He will *not hire* you to make a *sail* for the *sale*, for
he knows you *waste* the canvas. *Write* me what you
think *right*.

knows, *understands.*

waste, *to destroy or to squander.*

nose, *a part of the face.*

waist, *a part of the body.*

sail, *a sheet of canvas for a ship.*

right, *true, just as it should be.*

sale, *giving property for money.*

write, *to express by letters.*

hire, *salary, reward, to employ.*

him, *a male person.*

higher, *above, louder.*

hymn, *a song of praise.*

LESSON 94. — Review.

salm'on	on'ion	climbed	dwel'ling
lob'ster	pump'kin	al'pha bet	whole'some
mack'er el	mus'tard	ap par'ent	blue'ber ries
dropped	cur'rants	bus'i ness	be lieve'
ba na'na	i tal'ics	ob serve'	neigh'bor
tongue	neigh	swol'len	en dure'
freight	re lief'	ser'vant	flour
as sist'ance	seize	cracked	cer'tain

LESSON 95.

croak	sponge	buy	for got'ten
mon'ey	turn	crumb	un dressed'
dol'lars	slice	speck	pur'pose
pil'lar	loaf	built	ad vance'
pow'er	loaves	pil'low	pre tends'
fear'less	heav'y	sor'ry	per haps'
a side'	reas'on	threw	noth'ing
mar'ket	val'leys	swept	pea'nuts

LESSON 96.

stout	sprout	de part'	pre pare'
taught	juice	mas'ter	re joice'
whip	straight	ei'ther	dam'age
trot	ris'en	gli'ded	spark'les
du'ty	gaud'y	dis pute'	differ ence
shone	pinks	sad'ness	pro voke'
wept	se vere'	de lay'	dif'fi cult
sharks	doubt	ex cuse'	soft'ly

LESSON 97.

swine	fee'ble	friends	knits
kind'est	ma'son	tart	mo'tion
an'vil	dumb	muff	ham'mer
cease	tear	sword	ti'ger
stitch	crawl	joy'ful	daugh'ter
wring	calm	ledge	queen
mor'tar	ring	drop'ping	er'rand
tongs	beak	peak	stake

LESSON 98.

shov'el	a'pron	ea'gle	trem'ble	pres'i dent
squeak	squeal	i'ron	pur'chase	quart'er
mu'sic	col'or	type	fur'nish	ar rive'
tail'or	sum'mit	weave	bel'lows	feat'ures
skirt	use'ful	sly	stud'y	trou'sers
hurts	sit'ting	shy	twi'light	liked
churn	nib'ble	fin'ish	dis play'	pen'cil
eyes	mov'ing	niece	con'cert	read'ing

LESSON 99.

hid'den	coax	plunge	killed	speck'led
treat	chirp	crutch	rug'ged	wait'ing
split	hitch	flock	shore	find'ing
ox'en	spend	hol'low	flakes	pres'ent
coast	a'ble	looked	won'der	birth'day
rails	sleigh	heav'y	get'ting	rock'ing
par'ents	throw	lil'ies	tru'ant	past'ure
burned	lis'ten	stom'ach	an'gry	bunch'es

LESSON 100.

cru'el	re cite'	stopped	show'er	stub'born
bri'ar	se'cret	mire	hur rah'	con'duct
fire	hedge	de ceive'	quench	pock'et
stretch	strength	sta'tion	re lieve'	them selves'
cous'in	for give'	sledge	pledge	rain'bow
read'y	kept	tricks	bon'net	length
sole	wid'ow	worse	church	soul
crew	sport	tin'gle	wrench	hoist

LESSON 101.

gro'cer y	spare	gen'tle	kind'ly	mis take'
knock	tick'et	train	big'ger	cov'ered
cour'age	ac'tion	le'ver	stump	crack'er
beach	slen'der	be long'	stalk	but'ton
no'tion	pros'per	yeast	po lite'	thumb
taste	val'ley	clams	mis'chief	health
stole	spice	ap pear'	dai'ly	dark'ness
foam	wi'dens	proud	sul'try	stains

LESSON 102.

sup ply'	thrift	gold'en	swell	glit'ter
en'gine	gild'ed	bri'dle	whale	er'ror
there'fore	sad'dle	de'pôt	gal'lop	dis'mal
neg lect'	rail'road	can'ter	sta'ble	shel'ter
de ny'	val'ue	hal'ter	in vite'	whips
curve	shad'y	de light'	joke	re fuse'
bris'tle	towards	sim'ple	crook'ed	be'ings
hair	strike	guide	sheet	kneels

LESSON 103.

rov'ing	sur'face	a'corn	hatch'et	gan'der
ba'con	bul'let	boast	lin'en	sol'id
bounds	spear	desks	crush	met'al
pris'on	or'gan	lone'ly	wa'ges	wea'ry
snake	course	sup pose'	re ward'	whale'bone
a loud'	pu'pil	march	lan'tern	per form'
false'hood	stroke	ob'ject	foul	al though'
hounds	tow'els	mur'der	spruce	prov'erbs

LESSON 104.

wound	weeds	jus'tice	se'cret	hand'some
con tain'	sex'es	tim'id	tem'ple	chance
dust'y	up'roar	tempt	ear'nest	self'ish
up'ward	nim'ble	mer'it	pack'age	con ceal'
re pair'	hon'or	law'yer	sa'cred	at tempt'
edge	rob'bers	man'ly	re'al ly	truth'ful
pour	si'lence	lin'ing	slan'der	watch'ful
har'bor	bat'tle	whis'per	mer'ry	whisk'ers

LESSON 105.

lim'ber	a'ged	blank'et	cam'el	ac cept'
ab'sent	missed	cred'it	debt	at tend'
ad mit'	ex plain'	bug'gy	des'ert	ex act'
con fess'	in form'	con sent'	yield	par'don
in crease'	speech	wel'come	ad di'tion	man'age
es teem'	re gard'	col lect'	heap	re proof'
wor'ship	profit	glee	di rects'	hos'tile
pre tend'	de clare'	sur prise'	al low'	in'sult
dis tress'	for'mer	ben'e fit	con'trary	wheth'er

LESSON 106.

COMMON NAMES OF MALES, AND THEIR MEANINGS.

Aaron , very high, lofty.	Joseph , he shall add.
Abel , breath, vanity.	Joshua , God of salvation.
Abraham , father of a great number.	Josiah , God-given.
Adam , red earth; man.	Laurence , crowned with laurel.
Albert , all-bright, illustrious.	Leonard , brave as a lion.
Alexander , a helper and defender.	Levi , adhesion.
Alfred , peaceful, good counsel.	Lewis , bold warrior.
Allen , a hound.	Luther , illustrious, a warrior.
Alonzo , all-ready, willing.	Mark , a hammer.
Ambrose , immortal, divine.	Matthew , gift of Jehovah.
Amos , a burden.	Moses , drawn out of the water.
Andrew , full of courage.	Neal , dark.
Arnold , defender of honor.	Nathan , a gift.
Arthur , a strong man, noble.	Nathaniel , gift of God.
Asa , a healer.	Nicholas , victorious.
Augustus , venerable.	Noah , rest.
Benjamin , son of the right hand.	Oliver , an olive tree.
Charles , manly.	Paul , small.
Clarence , illustrious.	Patrick , noble, true.
Daniel , a divine judge.	Peter , a rock.
David , beloved.	Phillip , a lover of horses.
Edward , a defender.	Ralph , good in counsel.
Edwin , successful keeper.	Raymond , wise protection.
Eugene , noble birth.	Richard , powerful.
Frank , free.	Robert , famous in counsel.
Frederick , rich in peace.	Roger , quiet.
George , a landholder.	Rufus , red, red-haired.
Gilbert , famous.	Samson , splendid sun.
Henry , rich lord.	Samuel , heard of God.
Herbert , glory of the army.	Saul , asked for.
Hiram , noblest.	Solomon , peaceable.
Israel , God's soldier.	Stephen , a crown.
Isaac , laughing.	Sylvanus , lover of trees.
Jacob , } a supplanter.	Theodore , the gift of God.
James , }	Thomas , a twin.
John , a gracious gift of God.	Timothy , God-fearing.
Jonah , Jonas, a dove.	Victor , a conqueror.
Jonathan , God-given.	Walter , a ruler.
	William , golden helmet, defence.

LESSON 107.

COMMON NAMES OF FEMALES, AND THEIR MEANINGS.

Abigail, father's joy.	Helen, attractive.
Ada, happiness.	Hester, Esther, good fortune, a star.
Adaline, } a princess.	Ida, happiness, god-like.
Adelaide, }	Irene, peaceful.
Agnes, pure.	Isabel, same as Elizabeth.
Alice, noble.	Jane, a gracious gift of God.
Amanda, worthy of love.	Jerusha, married, possessed.
Amelia, busy, energetic.	Judith, praised.
Amy, beloved.	Julia, soft-haired.
Angelina, little angel.	Jane, gracious gift.
Anna, } free gift.	Laura, a laurel.
Anne, }	Louise, defender of the people.
Barbara, strange.	Lucy, born at daybreak.
Bertha, famous.	Lydia, a Lydian.
Bridget, shining.	Mabel, lovely.
Catharine, pure.	Margaret, a pearl.
Clara, illustrious.	Maria, same as Mary.
Constance, constant.	Martha, bitterness.
Cora, maiden,	Mary, their rebellion.
Deborah, a bee.	Matilda, } a heroine.
Dinah, judged.	Maud, }
Dora, a gift.	Nancy, = Anna.
Edith, happiness.	Olive, an olive.
Eliza, } a worshipper of God.	Ophelia, a serpent.
Elizabeth, }	Phebe, pure, radiant.
Ella, light.	Rachel, a ewe.
Emeline, energetic, industrious.	Rebecca, a rope with a noose beautiful.
Emily, graceful.	Rosa, } a rose.
Emma, a gem.	Rose, }
Esther, a slave, good fortune.	Rosalind, like a rose in beauty.
Eunice, happy, victory.	Rosamond, famous, protection.
Eva, } life.	Ruth, beauty.
Eve, }	Sarah, a princess.
Evangeline, bringing good news.	Sophia, wisdom.
Flora, flowers.	Susan, a lily.
Florence, blooming.	Victoria, victory.
Frances, Fanny, free.	Violet, a violet.
Gertrude, all truth.	Virginia, pure.
Grace, grace, favor.	
Hannah, free gift.	

LESSON 108.

I'm	stands for	I am.	Arn't	stands for	are not.
I'll	" "	I will.	He'll	" "	he will.
I've	" "	I have.	He's	" "	he is.
I'd	" "	I would.	You've	" "	you have.
Can't	" "	cannot.	You'll	" "	you will.
Don't	" "	do not.	We've	" "	we have.
Isn't	" "	is not.	'Tis	" "	it is.
Weren't	" "	were not.	Haven't	" "	have not.
Couldn't	" "	could not.	Hadn't	" "	had not.
They'll	" "	they will.	There's	" "	there is.
Where's	" "	where is.	O'er	" "	over.
E'er	" "	ever.	Ne'er	" "	never.
Where'er	" "	wherever.	Doesn't	" "	does not.
Hasn't	" "	has not.	Wouldn't	" "	would not.
That's	" "	that is.	They're	" "	they are.
Haven't	" "	have not.	Didn't	" "	did not.
'Twill	" "	it will.	It's	" "	it is.
Shouldn't	" "	should not.	Needn't	" "	need not.

LESSON 109.

Rise and *excuse* yourself. *Present* my *excuse*. The *rise* in the price of *rice* made my father, who was a *close* man, *close* his store before the *close* of day. It was no *use*, he said, to *use* *grease* to *grease* the axle with at *present*, but he would *advise* you to put oil on it, though *advice* was cheap, and he would not *abuse* you with too much of it. I do not call it *abuse*, to give a man *advice* which he can profit by. In *August* the *august* *invalid* *devised* a *house*. His *pat'ent* was *inval'id*.

HAZEN'S

COMPLETE SPELLING-BOOK.

INTERMEDIATE.

LESSON 1.

"A bad workman quarrels with his tools."
"A bad man often quarrels with his neighbors."
"A bad book will do a great deal of harm."

wick'ed	poor	a mount'	dis putes'
harm'ful	e'vil	in'ju ry	finds fault with

Read the first sentence, using other words instead of "bad" and "quarrels." Write all the meanings you know of "bad." Put some word after each meaning. What does "quarrels" mean in the first line? Does it mean the same in the second line?

LESSON 2.

A word, then, may have two or more meanings, and two or more words may have similar meanings.

Give sentences to show two meanings for each word in this lesson, and then put some word in place of this word in each sentence.

rest	light	place	fair	keep	way
re turn'	fine	kind	sound	spot	odd (^{not} _{even})
great	bear	beat	tie	short (^{not} _{tall})	right
rare	mean	sharp	plain	strip	cool

LESSON 3.

"A *burden* which one *chooses* is *not heavy*."

"A friend in *need* is a friend *indeed*."

"Be more *ready* to *forgive* than to *return an injury*."

"He who *aims* to do *right* has God *on his side*."

"*Resist* temptation till you *overcome* it."

load	light	un til'	se lects'	for him
tries	tru'ly	re pay'	will'ing	sub due'
want	just'ly	par'don	in tends'	in his fa'vor
wrong	real'ly	op pose'	con'quer	to do in turn

LESSON 4.

"*Look upon* the *bright side* of your *condition*, then your *discontent* will *go away*." *Think over* the *pleasant things* in your *life*, then your *dissatisfaction* will *cease*."

part	kept	de part'	hope'ful	con sid'er
cure	rap'id	straight	ex act'ly	ex ist'ence
built	eas'i ly	bun'dle	cheer'ful	sit u a'tion
sponge	neat'ly	pres'ent	dis'tance	dis sat is fac'tion

LESSON 5.

sea	steer	sail'or	re pose'	cap'tain
rest	per'il	ter'ror	hap'pen	ter'ri ble
walk	o'cean	hor'rid	an'chor	night'fall
sheets	smooth	re turn'	vent'ure	ac'ci dent

"O, pilot, 'tis a fearful night,
 There's danger on the deep;
 I'll come and pace the deck with thee,
 I do not dare to sleep."

LESSON 6.

He is *rich* whose *income* is more than his *expenses*, and he is *poor* whose expenses *exceed* his income. "They saw in death his eyelids *close*, *calmly*, as to a night's *repose*. Like flowers at *set of sun*."

less	dai'ly	pock'et	sun'set	calm'ly
close	larg'er	be held'	exceed'	eye'lids
waste	be low'	wrin'kle	qui'et ly	wealth'y
re bel'	out'lay	re ceipts'	great'er	des'ti tute

LESSON 7.

"*A man should* never be *ashamed* to *own* he has been *wrong*, which is but *saying* he is *wiser* to-day than he was yesterday." He *owns* his *house*."

one	wrong	pos sess'	ea'ger ly	mor'ti fied
owns	to-day'	con fess'	in'ter est	de clar'ing
home	stat'ing	swol'len	not right	knows more
ought	drought	dam'age	prin'ci ple	ac knowl'edge

LESSON 8.

He *answered* that he *purchased* *twelve entire* pieces. He *turned* over the counter in his *haste*, but *seized* it in *season* to *prevent injury*. The teacher *shortened* the lesson, but said we must not *throw away* our time.

time	hur'ry	re ply'	rib'bon	cot'ton
waste	doz'en	bought	hin'der	re duced'
whole	cir'cus	beck'on	de fense'	squan'der
chance	caught	re plied'	cau'tious	ex claimed'

Define words by opposites or by synonyms.

LESSON 9.

"He who *willingly commends* what he *intends* to buy, and he who *tells* the *defects* of what he *designs* to dispose of, may be *considered* honest."

sell	stin'gy	lib'er al	thought	men'tions
faults	deemed	de signs'	mi'ser ly	pur'chase
free'ly	prais'es	frank'ly	in tends'	es teemed'
means	sin cere'	de facts'	pro pos'es	gen'er ous

LESSON 10.

"A miser *increases* his *wealth* by *appearing* to be poor. An *extravagant* man comes to want by *seeming* to be rich."

rich	e vade'	source	pov'er ty	wretch'ed
poor	mon'ey	seem'ing	be comes'	mis'er able
grows	per'son	spa'cious	ap'pe tite	spend'thrift
wants	thrif'ty	waste'ful	prop'er ty	pos ses'sions

LESSON 11.

"A *nobler victory* than this cannot be *won*, that, when the *wrong* is *commenced* on the *part* of another, the *kindness* should *begin* on our *side*."

e'vil	be gin'	great'er	tri'umph	frac'tion ¹
side	gained	por'tion ¹	glo'ri ous	kind'ness
a'ble	or'i gin ¹	prac'tice	ob tained'	in just'ice
fa'vor	in'ju ry	pos'si ble	con'quest	frag'ment ¹

¹ Make sentences giving "part" these four meanings, and as many more as are known to the child. No better drill than this is possible. Do not go beyond the pupils' ability. Have the sentences written.

LESSON 12. — Review.

built	in'ju ry	fear'ful	in tends'
cease	bun'dle	op pose'	a mount'
sail'or	wick'ed	will'ing	cheer'ful
re sist'	straight	hap'pen	quar'rels
ter'ror	for give'	sim'i lar	pleas'ant
eas'i ly	sub due'	choos'es	dis putes'
hor'rid	be came'	hope'ful	ac'ci dent
de part'	ex act'ly	pres'ent	sit u a'tion
re pose'	vent'ure	harm'ful	neigh'bors
an'chor	ter'ri ble	dis'tance	con di'tion
re turn'	con'quer	sen'tence	dis con tent'
se lects'	con sid'er	night'fall	temp ta'tion
cap'tain	ex ist'ence	mean'ings	dis sat is fac'tion

LESSON 13. — Review.

means	lib'er al	seem'ing	frag'ment
o'cean	de fects'	waste'ful	pro pos'es
caught	de signs'	glo'ri ous	ex pen'ses
piec'es	vic'to ry	kind'ness	des'ti tute
out'lay	de fense'	pur'chase	in creas'es
thrift'y	frac'tion	con'quest	es teemed'
beck'on	wealth'y	in jus'tice	short'ened
dis pose'	tri'umph	a shamed'	an'swered
por'tion	re ceipts'	ob tained'	mis'er a bly
sin cere'	spa'cious	squan'der	ex claimed'
con fess'	cau'tious	wretch'ed	con sid'ered
in'come	ap'pe tite	will'ing ly	pos ses'sions
in tends'	men'tions	mor'ti fied	com men'ces
be comes'	gen'er ous	ap pear'ing	ex trav'a gant

LESSON 14.

The belle told the sexton and he tolled the bell. Your bill is due before the dew falls.

bell, <i>a hollow vessel of metal.</i>	told, <i>made known.</i>
belle, <i>a beautiful lady.</i>	toled, <i>attracted, enticed.</i>
hail, <i>frozen drops of rain.</i>	tolled, <i>rung, did toll.</i>
hale, <i>well, hearty.</i>	dew, <i>moisture.</i>
hail, <i>to salute.</i>	due, <i>a debt, owed.</i>

LESSON 15.

By night the knight attacked the dey. He will wait to know his weight. The bough will bow in the wind. The horse neighs for his master.

night, <i>darkness.</i>	neigh, <i>the cry of a horse.</i>
knight, <i>a noble soldier.</i>	nay, <i>no.</i>
dey, <i>a Turkish governor.</i>	weigh, <i>to find the heft.</i>
day, <i>light, not night.</i>	way, <i>road, manner.</i>
weight, <i>heaviness.</i>	bow, <i>to bend respectfully.</i>
wait, <i>to stay, to remain.</i>	bough, <i>a branch.</i>

LESSON 16.

Straight through the strait he bade the bad men go, and flee into the vale below. The sweet chords rose on the evening air ere the singers were seen.

straight, <i>not crooked, direct.</i>	veil, <i>a cover for the face.</i>
strait, <i>a narrow place.</i>	vale, <i>a valley.</i>
piece, <i>a part of.</i>	chord, <i>harmony of sounds.</i>
peace, <i>not war, quiet.</i>	cord, <i>a small rope.</i>
bad, <i>evil, vile.</i>	flee, <i>to escape, to run away.</i>
bade, <i>did bid, ordered.</i>	flea, <i>a small insect.</i>

LESSON 17.

The wolves caught a sheep, and a calf, and ate half of each. Their teeth are sharp. A mouse told the mice she saw a goose. Put the loaves on the shelf.

men	feet	mice	calves	wolves
lives	deer	geese	loaves	wom'en
ox'en	tooth	sheep	knives	scis'sors
halves	ash'es	wives	shelves	chil'dren

LESSON 18.

The thieves themselves stole the cargoes of potatoes. They took seven pairs of pants for their sons-in-law. The leaves fall, and but one leaf remains. The motto of mottoes is this. The farmer binds the sheaves, and leaves no sheaf in the field.

trout	beeves	thieves	cup'fuls	spoon'fuls
shoes	clothes	mot'toes	car' goes	sons'-in-law
pants	ech'oes	po ta'toes	hea'then	them selves'
leaves	sheaves	to ma'toes	hand'fuls	men'-ser vants

LESSON 19.

Berries are ripe. These daisies are beauties. He hurries through his studies. We are supplied with turkeys and jellies.

lil'ies	po'nies	jel'lies	stud'ies	sup plies'
dai'sies	bod'ies	val'leys	mar'ries	beau'ties
ba'bies	ber'ries	hur'ries	tur'keys	jour'neys
de lays'	re plies'	don'keys	pup'pies	mon'keys

If a word, meaning but one, ends in y after a consonant, to make it mean two or more, change y to i and add es. Add s only to y after a vowel.

LESSON 20.

The flies fill the grottoes. The President vetoes the bill. Our armies of freemen perform their duties like heroes. This is petty trifling. His mercies endure forever.

rays	flies	cit'ies	du'ties	pen'nies
skies	hence	pen'ny	ar'mies	cher'ries
hoofs	ve'toes	ze'roes	grass'es	pret'tiest
so'los	he'roes	grot'toes	mer'cies	vol ca'noes

LESSON 21.¹

He was *dishonest*, for he *misled* me and *misused* you. Do not *mistake* and *misspell* *misshapen*. I am *disturbed* by his *dissent*, which I *mistrust* has been *misstated*.

dis arm'	mis led'	wal'let	mis sent'	dis hon'est
dis sect'	mis use'	dis sent'	ba boon'	mis shap'en
dis own'	dis a'ble	mis state'	mis spell'	dis ap point'
dis turb'	mis take'	dis solve'	mis trust'	dis tin'guish

LESSON 22.

Money is called filthy lucre. Meter means measure. A water meter measures the flow of water. Meter in poetry means the measured arrangement of words in a line.

a'cre	ca'ter	lus'ter ²	sa'ber ²	spi'der
o'gre	fi'ber ²	spec'ter ²	me'ter ²	pew'ter
lu'cre	ni'ter ²	scep'ter ²	cen'ter ²	cham'ber
ci'der	mi'ter ²	som'ber ²	cal'i ber ²	mas'sa cre
heat'er	gra'ter	mea'ger ²	the'a ter ²	salt pe'ter ²

¹ *Mis* means *wrong*, *badly*; *dis* means *asunder*, or *not*.

² Spelled by Worcester, *re*; by Webster, *er*.

LESSON 23.

Fortunately he got away without being *hit* by the *ball*. The class makes some *foolish mistakes* in *choosing* words. The traveler, a *foreigner*, *thought* our *customs* very *strange*.

queer	sift'ed	luck'y	es caped'	man'ners
struck	er'rors	fool'ish	strang'er	trav'el er
bul'let	hab'its	se cure'	with out'	se lect'ing
judged	re cites'	ab surd'	blun'ders	fort'u nate

LESSON 24.

My cousin *left* home *two weeks* ago, to *spend* his *vacation* at Hill. The weather was *charming*. He often went rowing on the *pond*. He is *roguish*, but not *mischievous*.

pass	cous'in	find'ing	pleas'ant	fort'night
lake	start'ed	row'ing	mis'chief	beau'ti ful
pond	rogu'ish	weath'er	va ca'tion	moun'tain
moss'es	bath'ing	In'dians	watch'ing	de light'ful

LESSON 25.

My *favorite schoolmate* *invited* me to a party at her father's *house* in the outskirts of the city. I lost, *through* an *accident*, my shawl, which it was my *habit* to wear. A greedy mouse gnawed a hole in it, and I willingly accepted my sister's. There was *much noise*, and I was all *tired out*.

shawl	gal'lion	fac'ing	gal'lant	pa'tience
set'tle	sub'urb	scar'ci ty	gnawed	stead'fast
si'lence	read'ily	fa'vor ite	prac'tice	ac'ci dent
cus'tom	hub'bub	greed'ily	fa tigued'	res'i dence

LESSON 26.

“When *evil* men *unite* against the *good*, and *try* to obtain control of *affairs*, their *endeavors* must not be *despised*.”

scarf	se cure'	de cide'	li'bra ry	dis posed'
should	di vide'	vi'cious	dis'tant	base'ment
ren'der	mat'ters	up'right	strug'gle	di rec'tion
eff'orts	par take'	bus'i ness	at tempt'	com mand'

LESSON 27.—Review.

due	he'roes	cal'i ber	du'ties	salt pe'ter
flea	spec'ter	li'bra ry	som'ber	mas'sa cre
a'cre	es cape'	dis sent'	cus'tom	dis hon'est
hale	stud'ies	free'men	ab surd'	res'i dence
bade	hur'ries	dis solve'	mis use'	de light'ful
belle	mar'ries	mis spell'	weath'er	vol ca'noes
neigh	mot'toes	bus'i ness	strug'gle	mis shap'en
ze'roes	hub'bub	va ca'tion	mis'chief	dis tin'guish
chord	at tempt'	watch'ing	com bine'	dis ap point'ment

LESSON 28.—Review.

dey	straight	scis'sors	dis'tant	jour'neys
piece	dis sect'	in vit'ed	read'i ly	mon'keys
tolled	pen'nies	pup'pies	cup'fuls	mis state'
loaves	dis own'	prac'tice	heath'en	ac'ci dent
bough	gnawed	par take'	fa'vor ite	de spised'
knives	rogu'ish	fa tigue'd	trav'el er	base'ment
weight	sub'urbs	sup plies'	chil'dren	di rec'tion
knight	In'dians	pa'tience	scar'ci ty	en deav'ors
thieves	cham'ber	man'ners	greed'i ly	sons'-in-law

LESSON 29.

I heard a herd of cattle on the race-course, while the coarse crowd shouted. A maid made the wrong pause after the clause.

coarse, *rude, rough.*

course, *way, direction.*

paws, *feet of beasts.*

pause, *a stop, to stop.*

herd, *a drove of cattle.*

heard, *did hear.*

maid, *a young woman.*

made, *did make.*

claws, *hooked parts of a foot.*

clause, *part of a sentence.*

in, *inside, within.*

inn, *a tavern.*

LESSON 30.

Not being well bred, he led a rude life, on an isle containing a rood of land.

led, *did lead.*

lead, *a metal.*

rude, *coarse, uncivil.*

rood, *the fourth part of an acre.*

bred, *brought up, instructed.*

bread, *food made of corn or wheat.*

yolk, *the yellow of an egg.*

yoke, *a frame for neck of an ox.*

choose, *to pick out, to select.*

chews, *grinds with the teeth.*

aisle, *a passage between seats.*

isle, *a small island.*

LESSON 31.

Can I buy the land by the pond? They slay and bury him, using a sleigh for a hearse.

eye'let, *a small hole.*

is'let, *a small island.*

ber'ry, *a small fruit.*

bur'y, *to cover with earth.*

by, *at the side of.*

buy, *to purchase.*

heal, *to cure.*

heel, *the hind part of the foot.*

cell, *a small room.*

sell, *to dispose of.*

slay, *to kill, to destroy.*

sleigh, *a vehicle on runners.*

LESSON 32.

When he *comes*, *pursue* him, and *find out* his *design*, while I *awaken* the police. A *retiring*, *lowly blossom* *puts me in mind* of home. The *tender plant* *gives forth* a *sweet-scented odor*.

square	mod'est	fra'grant	truth'ful	dis tinct'ly
flow'er	re quest'	dis cov'er	pur'pose	fra'grance
a rouse'	fol'low	pa'tient	re minds'	dis course'
home'ly	hum'ble	ar rives'	dell'i cate	um brel'la

LESSON 33.

This newspaper is *printed* in Charleston. It *often speaks* of our town, and *relates* *astonishing* things. "*Come back*," he *cried in grief*, "*across the stormy waters*."

rough	ex press'	nar rates'	pub'lish	com mence'
re turn'	pos sess'	work'man	sur prise'	sor'row ful ly
prop'er	sel'dom	re la'tion	per form'	fre'quent ly
re tain'	sup ply'	de scribes'	men'tions	a lac'ri ty

LESSON 34.

"*Learn* and *speak* the sentence, *consider* and *compare* its ideas, and *think often* of its golden teachings."

re fer'	di vide'	ex am'ine	fa'vored	at ten'tion
in tend'	con tent'	con tains'	sen'tence	pro nounce'
re peat'	es teem'	com mit'	ex pense'	ac count'
de lay'	gold'en	pre'vi ous	com pare'	ar range'

The exact form of the synonym is not always given. Words are often used whose synonyms have been previously given, but it is sometimes necessary to repeat words.

LESSON 35.

Be not *disheartened* by *small matters*. *Execute* your *agreement* if you can, and be *satisfied* with a *real growth* of business.

tri'fles	ma te'ri al	con'tract	mem'o ry	sub stan'tial
wound	prom'ise	com'fort	de'vi ate	ac com'plish
re lief'	per form'	pres'ence	reg'u lar	con tent'ed
as sist'	spe'cial	noth'ing	in'crease	dis cour'age

LESSON 36.

The spider's *delicate* web *glistened* in the light. *Oppose* the *force* of *temptation*, with a *firm, lasting purpose* to do right. I *am* sorry you *mistrust* me.

in vest'	re sist'	re gret'	slen'der	con tin'ue
re peal'	glit'ter	emp'ties	sus pect'	com plete'
virt'ue	fut'ure	nat'ure	pre serve'	vi'o lence
sol'id	last'ing	de sign'	tempt'er	ven'geance

LESSON 37.

A *satisfied mind* is a *constant feast*. "Do not *cherish revenge* in your heart. Consider that true *meekness* reflects the spirit of the master." The water *sends back* the *beams* of the sun. Add to your *trust*, *virtue*. *Guide* your horse, *control* your temper, and *restrain* your passions.

faith	fa'vor	re flects'	re venge'	con tent'ed
guide	worth	be stow'	re strain'	in'no cent
val'ue	gleams	per'fect	con trol'	hu mil'i ty
join	drear'y	bub'ble	neg lects'	nour'ish

LESSON 38.

"From the *darkest* night of *sorrow*,
 From the *deadliest* field of *strife*,
Dawns a *clearer*, *brighter* morrow,
Springs a *truer*, *nobler* life."

grief	high'er	bram'ble	sad'ness	gloom'i est
bat'tle	re sults'	a ris'es	a re'na	con ten'tion
bet'ter	scene	pur'er	faith'ful	de struct'ive
con'test	fa'tal	great'er	he ro'ic	loft'ier

LESSON 39.

"On the *other side* of the *darkness* that bounds our *dull sight* lies the *beloved* treasure *gathered* from earth's mines. *Despond* not. It is there. Let the *remembrance* remain hallowed to *sustain* us in our *conflicts* here."

dim	ac'tion	sim'ple	lin'ger	cher'ished
tar'ry	sa'cred	ex ist'	pro tect'	de spair'
strifes	hast'en	be yond'	vis'ion	treas'ure
bounds	serv'ice	har'vest	con sole'	shad'ow

LESSON 40.

"I *scorn* your *proffered* treaty. The *pale-face* I *defy*."
 He went to *remote* climes. "Do not *deny* me this,
 most courteous lord." He *denies* the *charge*."

spurn	de test'	gra'cious	prop'er ly	de part'ed
mist	re port'	for'eign	dis charge'	chal'lenge
glow	fringe	rip'ple	de vo'tion	un bid'den
va'por	prof'fer	re fuse'	off'ered	dream'less

LESSON 41.

I will never *desert* you. "My *work* consists in ploughing furrows in the *hard* soil of man's barren nature." Do not *cover* your *benevolence*.

toil	ster'ile	con sist'	a ban'don	un fruit'ful
stock	leave	char'i ty	fur'rows	dis po si'tion
guest	bar'ren	de sert'	con ceal'	em ploy'ment
march	gran'ite	for sake'	lux'u ry	med'i cine

LESSON 42.—Review.

herd	po lice'	ex am'ine	fa'vored	pro nounce'
rood	re lates'	di vide'	ac count'	com mence'
eye'let	pur'pose	pub'lish	dis course'	move'ments
aisle	per form'	truth'ful	ex claimed'	fre'quent ly
grate	bus'i ness	fra'grant	del'i cate	um brel'la
pause	es teem'	hum'ble	sur prise'	sor'row ful ly
hearse	ar rive'	re quest'	as ton'ish	at ten'tion
coarse	pa'tient	ex pense'	con sid'er	dis tinct'ly
yel'low	de scribe'	pur sue'	dif'fer ent	con tain'ing

LESSON 43.—Review.

bred	tar'ry	mem'o ry	nour'ish	sub stan'tial
yolk	tri'fles	de part'ed	treas'ure	temp ta'tion
sleigh	dis posed'	pos'si ble	dis charge'	dis cour'age
grief	neg lect'	pres'ence	ex'e cute	ac com'plish
spurn	pro tect'	of'fered	glit'tered	dis heart'ened
'bounds	hast'en	faith'ful	gloom'i est	hu mil'i ty
strifes	spe'cial	vi'o lence	cher'ished	sat'is fied
wound	drear'y	hal'lowed	prof'fered	un bid'den
vis'ion	con'tract	chal'lenge	de vo'tion	ma te'ri al

LESSON 44.

I have read somewhere, that it is not polite to stare. The engine hose is made of linen and rubber. He sold his rice during the rise. Peel the red apple. A peal of thunder startled me.

red, *a color.*

read, *did read.*

stare, *a fixed look.*

stair, *one step of a series.*

hoes, *more than one hoe.*

hose, *stockings, a tube or pipe.*

gait, *manner of walking.*

gate, *the entrance to a place.*

rice, *a small grain.*

rise, *ascent, increase.*

peal, *a loud sound.*

peel, *to pare, to cut off the outside.*

LESSON 45.

He has a haughty mien though coming from a mean family. Oh, yes, you do owe me.

mien, *appearance, looks.*

mean, *low, vile.*

wring, *to twist hard.*

ring, *to make sound.*

grown, *increased in size.*

groan, *a heavy sigh.*

lane, *a narrow way.*

lain, *a part of the verb lie.*

oh, *an exclamation.*

owe, *in debt to.*

plait, *to make in folds.*

plate, *a shallow dish.*

LESSON 46.

Wrap the meat in paper. Horses tow canal-boats.

wrap, *to put around, to cover.*

rap, *to strike, to beat.*

meat, *flesh.*

mete, *bounds, measure.*

meet, *to fall in with, to assemble.*

tow, *to draw, to drag.*

toe, *a part of the foot.*

route, *a way, course.*

root, *part of a plant.*

fined, *subjected to a penalty.*

find, *to discover.*

gore, *thick blood.*

gore, *to pierce.*

go'er, *one who goes.*

LESSON 47.

The coal *glows cheerily* on the hearth. The lights *shine brightly* in our *pleasant* home. Without, the wind *howls fiercely*, and with its strong *blast* makes the house *tremble*.

gale	outside'	shines	joy'ful ly	fu'ri ous ly
roars	wild'ly	with in'	mer'ri ly	dwelling
shake	quiv'er	gleams	cheer'ful	cab'i net
gust	blaz'es	glit'ters	spar'kles	cheer'less ly

LESSON 48.

The windows *rattle* and the *great* panes of glass are *covered* with frost *figures*. The hinges *creak*, and the heavens in every *direction* seem to be *pouring* out snow.

guide	shapes	sky	veiled	squeak
locks	clat'ter	hid'den	vi'brate	in'ward
place	frol'ic	col'ored	se vere'	send'ing
forms	rough	grate	brit'tle	quar'ter

LESSON 49.

The *severe* cold has frozen the water in the harbor, and the ferry-boats are not *running*, but are *confined* to their docks. How much *suffering* this storm has *caused* among the poor.

keen	plen'ty	sanc'tion	en closed'	pro duced'
made	en'ter	dis tress'	care'less	re strained'
pain	bit'ter	cre a'ted	wharf	wel'come
sloop	heart'y	shut up	toss'es	cash'ier

LESSON 50.

The *tempest* has *ceased*. The *branches* are *laden* with snow, and make a *fine display* of *jewels sparkling* in the sun-beams.

sight	gems	load'ed	ca cique'	glis'ten ing
storm	clear'ing	pulled	show'ing	pre'cious stones
a wry'	dressed	love'ly	bull'ion	hand'some
filled	hauled	limbs	trod'den	glit'ter ing
scene	stopped	shin'ing	gleam'ing	spec'ta cle

LESSON 51.

The *stout, rugged* boys are *climbing* the fences, and then *jumping* into the *huge* snowdrifts that lie *piled* up several feet *high*.¹ Hear them *shouting* as they throw the snow over their *companions*.

fall	small	leap'ing	spring'ing	very large
vast	ro bust'	heaped	mount'ing	scream'ing
spring	hurl'ing	fling'ing	vig'or ous	very great
strong	hard'y	cast'ing	com'rades	play'mates

LESSON 52.

The bells *jingle*, and the sleighs *slip* along *easily* over the *smooth* roads. There is *plenty* of snow, and I am *all ready* to go out riding.

glide	in lay'	tink'led	pre pared'	pol'ished
quite	streets	read'ily	en tire'ly	a bun'dance
lev'el	even	smooth'ly	sleigh'ing	in stead' of
slide	pat'riot	augment'	e nough'	is in sight
stick	prel'ude	driv'ing	slip'per y	po si'tion

¹ *High* and *deep* are synonymous in this use of the word.

LESSON 53.

Are you *longing* for spring? I am tired of winter. I *dislike* to be obliged to wear clumsy boots. I *want* the ice to crack and melt.

wish	late'ly	tor'ment	un hand'y	crum'bling
forced	heav'y	whis'per	thaw'ing	com pelled'
tricks	up'start	pun'ish	break'ing	o'ver flow
stout	clum'sy	wea'ried	de sir'ing	awk'ward

LESSON 54.

My *darling* sister has *recovered* her health. We are *delighted*. I *helped* to take care of her. She is now comfortable, but must be *careful* and not sit in a *draught*.

dear	draft	sor'ry	be loved'	rep'ri mand
glad	draught	health'y	cau'tious	thought'ful
each	ex pect'	aid'ed	re joiced'	as sist'ed
fear	de sire'	be lieve'	re gained'	health'ful

LESSON 55.

Kitty, who *seemed* *grieved*, now *frolics* and *gambols* about the room. Annie *reclines* on the lounge. I *bathe* her *temples* with *cologne*, while she watches the kitten as she snarls up her spool of thread.

skips	sports	tan'gles	sport'ing	dis tressed'
wet	ly'ing	rest'ing	frisk'ing	frol'ick ing
frisks	fore'head	tem'ples	ob serves'	re pos'ing
sad'ly	snarls	co logne'	ap peared'	sor'row ful

LESSON 56.

"One by one the sands are *flowing*,
 One by one the moments *fall* ;
 Some are *coming*, some are *going*,
 Do not *try* to *grasp* them all."

mov'ing	fur'nish	treat	charge	en deav'or
pass	fin'est	squeeze	soil	com'pany
man'age	seize	jaws	take	run'ning
crushed	sing'ly	strive	drop	at tempt'

LESSON 57.

"*Sloth* makes all things *difficult* ; but *industry*, all *easy*. He that *riseth* late must trot all day, and shall *scarcely* overtake his *business* at night ; while *laziness* travels so *slowly*, that *poverty* must overtake him."

dil'igence	pur suit'	goes	troub'lesome	sloth'ful ness
i'dle ness	tard'ily	fast	mod'er ately	employ'ment
slow'ness	rap'id ly	hard'ly	in'digence	scarce'ly

LESSON 58.

I got a *bargain* at the auction. I *bought* curtains, fixtures, and tassels, *very cheap* ; also a *remnant* of Brussels carpeting, but that is *torn*, and needs *mending*.

frag'ment	change	darn'ing	auc'tion	ob tained'
fixt'uress	ripped	wants	spite	re pair'ing
re quires'	re spect'	low	cost'ly	re main'der
yel'low	rag'ged	bar'gain	like'wise	rem'nant

LESSON 59.

"Dare to do *right*, dare to be *true*,
 The *failings* of others will never save you.
 Stand by your *conscience*, your *honor*, your *faith*,
 Stand like a hero, and *battle* till death."

cow'ardly deliv'er re deem' faith'ful cou ra'geous
 con tend' fair'ness fight con'science short'com ings
 su pine' weak'ness faults hon'or a ble up'right ness
 in teg'ri ty bold'ness duty hon'es ty prin'ci ple

LESSON 60. — Review.

trem'ble suf fer ing caused prel'ude re strained'
 col'ored veiled cre a'ted en closed' glit'ter ing
 su pine' dil'i gence bull'ion clear'ing vi'o lent ly
 health cheer'ily spark'ling fierce'ly glis'ten ing
 mer'rily spec'ta cle joy'ful ly con fined' di rec't ion
 guide o'ver flow fig'ures pre'cious fu'ri ous ly
 tem'pest dwell'ing run'ning dressed trou ble some
 ceased quiv'er scene pro duced' rep'ri mand

LESSON 61. — Review.

o bliged' pol'ished cau'tious throw'ing swim'ming
 leap'ing climb'ing tum'ble mount'ing a bun'dance
 chaise spring'ing vig'or ous sleighs distressed'
 e nough' po si'tion com'rades break'ing crum'bling
 long'ing slip'per y ca cique' re cov'ered com pelled'
 grieved ap peared' creak'ing as sist'ed aug ment'
 bound shout'ing thaw'ing en deav'or com pan'ions
 draught twin'kled aid'ed de light'ed com'fort a ble
 be lieve' jump'ing re gained' scream'ing shin'ing

LESSON 62.

The *little* squirrel sits *perched high up* on the *tall* tree *watching* us with his *sly little* eyes. He is *discreet enough* to *keep out of harm*.

but'ter fly	re main'	loft'y	dwells	cun'ning
do na'tion	a bides'	a loft'	perched	pru'dent
of fense'	dan'ger	de fer'	ti'ny	flut'ter ing
im'i tate	vol'ume	al'ter	al'tar	rus'ti cate

LESSON 63.

Our senses *tell* us of the *outside* world. Never *rely* on one who is not prompt. They *died* in the *desert*. The wind was against us. He is always *quiet* and *tranquil*. It is *made out of different* things *mixed together*.

ex ter'nal	re veal'	de pend'	grind	prov'i dence
ad'verse	worth'y	op press'	vig'or	punc'tu al
min'gled	a ghas't'	com posed'	waste	frown'ing
il lu'sion	per'ish	scowl'ing	se rene'	wil'der ness

LESSON 64.

Events change cases. *Usually insanity needs restraint*, but never *implements* of torment. *Decked with bright* flowers whose *radiance* never *fades*. On the *dry* sands of the *desert* they live *contentedly*.

a dorn'	ra'di ant	con cerns'	re quire'	cir'cum stan ces
plead	an'guish	mad'ness	com'mon ly	con tent'ment
pushed	parched	ex pand'	sym'pa thy	oc cur'ren ces
tort'ure	scooped	qual'i fy	gen'er al ly	in'stru ment

LESSON 65.

Firmness makes a man courageous to endure. The deformed limbs were twisted out of shape. Without a home, without money, the tramp is an object of pity.

re new' home'less for'ti tude fur'ni ture en dur'ance
stol'en ren'ders as kance' val'iant res olu'tion
ob'ject dis tort'ed in'fluence di'a monds pen'ni less

LESSON 66.¹

*"The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim;
The unwearied sun from day to day
Doth his Creator's power display,
And publishes to every land
The work of an Almighty hand."*

LESSON 67.¹

*"The brightest stars are burning suns,
The deepest water stillest runs;
The laden bee the lowest flies,
The richest mine the deepest lies;
The stalk that's most replenishéd
Doth bow the most its modest head;
Thus deep humility we find
The mark of every master mind."*

¹ Dictate these lessons. Then let each pupil rewrite, changing into prose, by putting words and phrases meaning the same in place of those italicized.

LESSON 68.

No man should *indulge* in *inhuman* sport. I *beg* you not to *linger* in *vile company*. Attend *customarily* to *weighty matters* first.

mer'ci less	pro mote'	a dopt'	loi'ter	im por'tant
pow'er ful	en treat'	for'tune	sav'age	tri um'phant
so ci'e ty	ach'ing	tu'mult	bru'tal	suc cess'ful
af fec'tion	pros'per	in dulse'	in'tel lect	ha bit'u al ly

LESSON 69.

Go up the hill, beyond this *unfruitful* plain, and you will find the castle where he lives. Never seek an *opportunity* to *quarrel*. No one esteems a stingy person. He is always *finding fault*.

oc ca'sion	war'rior	self'ish	cas'tle	re mark'a ble
com plain'	sol'dier	as cend'	ster'ile	min'is ter
pro vid'ed	con'duct	dis pute'	re sides'	cler'gy man
seal'ing	bar'ren	scarce'ly	ad mires'	gen'tle man

LESSON 70.

Go *call* thy husband and come *hither*. Currants grow on bushes. The *stream runs swiftly*. What is *currency*? Never *give up*. In *old times*, the sky and earth were *supposed* to meet at the *horizon*.

his'to ry	pro pose'	ex plore'	yield	cel'e brated
erect'ing	cur'rent	cur'rant	re nown'	celeb'ri ty
ho ri'zon	re minds'	con fuse'	an'cient	sub'stance
sum'mon	for'mer ly	build'ing	meas'ure	ed'i fice

LESSON 71.

Will you *mend* my watch? *Put him in mind* of the *ford*. His *aid* was of *no value*. The two *motherless children* could get no *shelter*.

as sem'bly	ad vise'	shel'ter	ser'vice	pro vi'sions
worth'less	re mind'	con sent'	re pair'	re fresh'ing
lodg'ing	fail'ure	wor'ried	or'phans	val'ue less

LESSON 72.¹

A book-seller keeps a book store. A painter paints houses or pictures. If he paints pictures, he is an artist.

car'penter	paint'er	art'ist	mil'ler	shoe'mak er
ma chin'ist	plumb'er	teach'er	gro'cer	black'smith
brake'man	doc'tor	law'yer	farm'er	ar'chi tect
con duc'tor	engi neer'	a'gent	join'er	sculp'tor

LESSON 73.

Besides the *parts* of the human body *mentioned* below, there are bones, muscles, *veins*, nerves, and many others whose names are too difficult to be given here.

el'bows	wrist	eye'lash	knees	shoul'ders
limbs	joints	an'cles	thigh	stom'ach
thumb	fin'ger	eye'brow	spine	fore'head
tem'ples	throat	crown	palm	knuck'les

¹ Several lessons may be made from these words by having each pupil make lists of the things used in these trades and professions, with their uses.

LESSON 74.

In my *alarm*, I *determined* to risk the *results* of his advice. It was great *sport* to hear him *relate* with *sad* voice his *perilous journeys*.

anx i'e ty	re duced'	thrilled	ad vent'ures
main tain'	o pin'ion	rev'er ence	cen'sure
warn'ing	stu'dent	schol'ar	de cide'
con'se quence	sighed	wheth'er	plain'tive
a muse'ment	ac'cess	as sist'ant	de cease'

LESSON 75.—Review.

perched	re verse'	il lu'sion	flut'ter ing
re veal'	scowl'ing	im'i tate	re main'
punct'u al	con tent'ment	gen'er al ly	frown'ing
min'gled	dis creet'	tran'quil	in'stru ment
tort'ure	parched	con cerns'	sym'pa thy
an'guish	for'ti tude	warped	fur'ni ture
oc cur'rence	dis tort'ed	in'flu ence	en dur'ance
pen'ni less	cou ra'geous	spa'cious	fir'ma ment
di'a monds	span'gled	pro claim'	un wea'ried

LESSON 76.—Review.

in'tel lect	cus'tom a ri ly	as cend'	ach'ing
loi'ter	war'rior	scarce'ly	suc cess'ful
oc ca'sion	sub'stance	oppor tu'ni ty	tri um'phant
sol'dier	cel'e brat ed	wor'ried	re mark'a ble
ed'i fice	val'ue less	ar'chi tect	ce leb'ri ty
plumb'er	ma chin'ist	anx i'e ty	pro vi'sions
stom'ach	main tain'	con'se quence	knuck'les
o pin'ion	plain'tive	de cease'	dis ease'
ha bit'u al ly	en treat'	mer'ci less	sighed

LESSON 77.

"Fifty years ago, there was not a steam railway or an electric telegraph in the world. Now, there are ninety thousand miles of railroad, and more than three hundred thousand miles of telegraph lines, in this country alone."

rail'way	ma chine'	e lec'tric	change	thou'sand
hun'dred	quar'ters	bea'con	fif'ty	tel'e graph
tel'e gram	fif'teen	wis'dom	wires	won'der ful

LESSON 78.

"Fifty years ago, there was not an ocean steamship afloat. Commerce was carried on in sailing-vessels. Now, the greater part of foreign commerce is done by steamships."

ves'sels	sail'ing	mere'ly	guar'dian	steam'boat
o'cean	tem'pest	to geth'er	i'ron ing	com'merce
car'ries	a float'	of'fi cer	prob'a bly	watch'man

LESSON 79.

"Fifty years ago, the population of the United States was about thirteen millions. Now, it is probably over sixty millions. Then, there was no friction-match, revolver, percussion-cap, or sewing-machine in the world."

mil'lion	ma chine'	fric'tion	match	pop u la'tion
thir'teen	load'ing	bar'rel	six'ty	re volv'er
com plete'	breech	in crease'	sew'ing	per cus'sion
anx'ious	sul'phur	near'ly	ri'fles	brim'stone

LESSON 80.

"Bessemer steel, the photograph, the power-press, breech-loading guns, pistols and cannons, the mower and reaper, have all been invented during this century."

steel	recede'	lect'ure	char'acter	pho'tograph
pis'tols	cent'u ry	re priev'e'	in vent'ed	pow'er-press
mow'er	with in'	li'bel	in dig'nant	com mit'tee
reap'er	steal	can'nons	an'nu al ly	phos'phor us

LESSON 81.

Grandmother put on her glasses, and took up the paper. "It is marvellous," said she, "I am amazed at the increase of inventions; I find recorded on this page events that occurred this morning in England."

wreath	scut'tle	fa tigue'	weap'on	news'pa per
knobs	sir'loin	buck'le	cot'tage	spec'ta cles
squeeze	wharves	re spect'	man'tel	com'pa ny
re vise'	va lise'	schoon'er	e las'tic	pre'cious

LESSON 82.

"The *possibilities* of the human mind," continued she, "*remind* me of *Shakespeare*. — 'What a *piece* of work is man! how noble in *reason*, how *infinite* in *faculties*, — in form and moving how *express* and *admirable*, in action how like an angel, in *apprehension* how like a god! the *beauty* of the world! the *paragon* of *animals*!'"

LESSON 83.

Words of one syllable, and accented final syllables, ending with a single vowel and a consonant that is sounded, double the consonant before an added syllable beginning with a vowel.

prof'it	plan	lim'it	join	suf'fer
squat	in fer'	re gret'	ex pect'	car'pet
per'il	nov'el	think	heat	be gin'
end	add	quit ¹	con ceal'	gas'e ous ²
rob	pro pel'	sag	wit	ac'cent

LESSON 84.

The *gardener*, descending from the *scaffolding*, reached after his *trimming* knife, and fell, *cutting himself*.

thin	trim	ri'val	reap	mur'mur
al lot'	for get'	faint	per mit'	de pend'
dis tress'	toil	o mit'	drag	de scend'
re ceipt'	less	get	col lect'	de claim'

LESSON 85.

She *solicited* alms, *saying*, she *sustained* and supported her *dying* mother, and, as was *befitting*, *sheltered* her from *harmful* influences.

so lic'it	rub	un coil'	pon'der	ben'e fit
dig	plot	pow'der	shield	fright'en
look	de light'	run	gash	sup port'
quiv'er	pre fer'	con fer'	re fer'	sus tain'
re peat'	be fit'	frisk	droop	dis cov'er

¹ U here = w. Add ed and ing to the words in these lessons.

² Derivatives of *gas*, and words ending in h or x, are called *exceptions* to the above rule.

LESSON 86.

The *limited* time *slipped* by. They *slumbered* on, and *stirred* not; I *despaired* of *waking* them before the *balloting* commenced.

pin	col'lar	a bol'ish	prof'fer	par'al lel
spin	lim'it	be dim'	bal'lot	de spair'
bleach	slum'ber	com pel'	a bound'	ac cede'
stretch	knit	de mur'	wan'der	in struct'

LESSON 87.

Add to these words the *different endings*, and write them in *sentences*. *Excel* is an *exception* to the rule.

ab sorb'	be tray'	de stroy'	match	per'fect
de mand'	gos'sip	be fall'	o bey'	bor'row
per form'	fur'nish	re mit'	pluck	re cov'er
a bet'	flut'ter	al lay'	ut'ter	vol un teer'

LESSON 88.¹

li'bel	can'cel	bev'el	ap par'el	chan'nel
du'el	mod'el	per'il	car'ol	di shev'el
bi'as	grav'el	jew'el	coun'sel	bar'rel
rav'el	pan'el	pis'tol	gam'bol	tram'mel
shov'el	grov'el	trav'el	im per'il	mar'shal
rev'el	par'cel	ken'nel	cud'gel	en am'el
pom'mel	swiv'el	chis'el	driv'el	wor'ship
ri'val	mar'vel	e'qual	shriv'el	sul'phu ret
la'bel	row'el	pen'cil	tun'nel	car'bu ret
tas'sel	cav'il	bev'el	quar'rel	kid'nep

¹ These words conform to the rule in Webster's spelling, but Worcester doubles the final letter. *Cancellation* has another derivation.

LESSON 89.

If the accent is *thrown* back upon another syllable when the termination is added, the final consonant is not doubled.

pre fer'	en joy'	con sid'er	de ferred'	def'er ence
de fer'	re volt'	re new'	pre fer'ring	with draw'
con fer'	a vow'	re deem'	con ferred'	pref'er able
re fer'	con trol'	re nown' ¹	trans mit'	pref'er ence
re pel'	com'bat	re ferred'	ref'er ence	con'fer ence

LESSON 90.

He *credited* me with the *amount* I had *succeeded* in *collecting*. My sight is *growing defective*.

sev'er ing	im port'	pro ceed'	sniffed	deb'it
ac quaint'	tem'per	de fect'	cred'it	wrap
suc ceed'	be moan'	bur'row	sprawl	flap
de pend'	re port'	plucked	thrash	pro pel'
ac quit'	grow'ing	supped	wring	knead

LESSON 91.

Has he *tormented* and *disturbed* you? He has *annoyed* me by his *persistence* more than was *represented*. "The *distinguished* guests were *bewildered* in *conforming* to the custom."

wa'ver	tort'ured	reck'on	re signed'	em'i nent
mel'low	con form'	de pict'	per form'	man'i fest
switch	mo lest'	an noy'	tort'u ous	drain'age
tor ment'	per sist'	be wild'er	dis turb'	rep re sent'

¹ Not an exception to LESS. 83, since *ow* = *ou*. The rules should be applied, and derivatives formed from the table of *suffixes*.

LESSON 92.

"Education is a better *safeguard* of liberty than a *standing* army. If we *retrench* the *wages* of the school-master, we must *raise* those of the recruiting sergeant."

ed u ca'tion	safe'guard	lib'er ty	stand'ing
re trench'	school'mas ter	wa'ges	re cruit'ing
ser'geant	di min'ish	re duce'	in crease'
en large'	ig'no rance	low'er	tyr'an ny
sal'a ry	com pen sa'tion	in struct'ion	teach'ing

LESSON 93.

"Read, — not to *contradict* and *confute*, not to *believe* and take for *granted*, not to find talk and *discourse*, — but to *weigh* and *consider*."

con tra dict'	ar'gue	gain say'	de ny'
con fute'	dis prove'	with stand'	cre'dence
doubt	dis course'	con ver sa'tion	bal'ance
pon'der	con sid'er	de lib'er ate	re flect' on
think over	grant'ed	ad mit'ted	al lowed'

LESSON 94.

"*Politeness* is not *always* a *sign* of *wisdom*, but the *want* of it *leaves* room for a *suspicion* of *folly*."

being with out'	po lite'ness	sus pi'cion	fore'sight
ap pre hen'sion	con tin'u ally	ci vil'i ty	fol'ly
court'e ous ness	op por tu'ni ty	un civ'il	ad mits'
dis court'e ous	im po lite'	con'stant ly	chance
un der stand'ing	symp'tom	to'ken	a loud'
sense'less ness	knowl'edge	in di ca'tion	ab'sence

LESSON 95. — Review.

re priev'e	in vent'ed	fa tigue'	won'der ful
spec'ta cles	in dig'nant	ad'mi ra ble	com'merce
fac'ul ties	weap'on	bea'con	pop'u la'tion
e lec'tric	sir'loin	guar'di an	per cus'sion
bal'ance	tel'e graph	Bes'se mer	pho'to graph
watch'man	i'ron ing	char'ac ter	phos'phor us
anx'ious	tort'u ous	va lise'	pos si bil'i ties
mar'vel lous	an'nu al ly	cre'dence	ap pre hen'sion

LESSON 96. — Review.

con ceal'	par'al lel	gas'e ous	ex cep'tion
re ceipt'	com plain'	trim'ming	vol un teer'
pro pel'	ap par'el	fright'en	ac cent'ed
grieve	coun'sel	de light'	mur'mur
stretch	shield	de spair'	respon si bil'i ty
cud'gel	bleach	ac cede'	con'so nant
sus tain'	car'bu ret	wor'ship	de scend'ing
un coil'	di shev'el	shriv'el	scaf'fold ing

LESSON 97. — Review.

drain'age	ig'no rance	de lib'er ate	re vise'
man'i fest	re cruit'ing	pre fer'ring	con'fer ence
re signed'	dis course'	ac quaint'	ac quaint'ance
di min'ish	symp'tom	dis turb'	dis court'e ous
pref'er a ble	de ferred'	rep re sent'	com pen sa'tion
re deem'ing	trans mit'	re trench'	tort'ured
sniffed	ac quit'	ser'geant	con ver sa'tion
cred'it ed	safe'guard	con tra dict'	in struc'tion
switch	tyr'an ny	sus pi'cion	em'i nent

LESSON 98.

Silent *e* final is retained before a termination beginning with a consonant, but dropped before a vowel termination, excepting when its omission would make *c* or *g* hard, or obscure the meaning or pronunciation.

hate'ful	see'ing	home'less	ad van ta'geous
bri'dal	rude'ly	u'sage	move'ment
pale'ness	cur'a ble	spite'ful	in duce'ment
shap'ing	com'ing	lov'ing	change'a ble
hope'less	sen'si ble	for'ci ble	peace'a ble
shame'ful	mov'a ble	care'less	en cour'age ment

LESSON 99.

free'ing	rogu'ishly	chanced	prized	fick'le ness
rais'ing	late'ness	ripe'ness	wide'ly	de spis'ing
taste'ful	white'ness	rude'ness	fine'ly	con fine'ment
fore'most	rum'bling	liv'ing	pin'ing	ex cite'ment
roam'ing	grace'ful	strange'ly	sure'ly	a base'ment
in'jured	coarse'ness	mak'ing	fate'ful	no'ble ness
tire'some	writ'ing	some'what	rov'ing	re fine'ment

LESSON 100.

aw'ful ¹	a bridge'	toe'ing	awe	a bridg'ment ¹
du'ly ¹	wise'ly	shoe'ing	due	judg'ment ¹
whol'ly ¹	wince	dye'ing	die	ac knowl'edge ¹
tru'ly ¹	singe	tinge'ing	true	nurs'ling ¹
ston'y ¹	sing	singe'ing	wise	serv'ice a ble
dye	whole	sing'ing	judge	ar'gu ment ¹
ser'vice	ar'gue	dy'ing	tinge	hoe'ing

¹ Exceptions. The rest of the lesson conforms to the rule.

LESSON 101.

When the parts were *allotted*, he made no *remark*.
 I sing to *soothe* his *grief*. He will publish the book.
 The yearly *almanac* and *catalogue* will *mention* the dis-
 eases of cattle.

com'et	war'ble	car'ri er	cal'en dar	ob ser va'tion
al'um	an nex'	com'e dy	as signed'	dis trib'u ted
car'rot	dis or'der	dis solve'	an'ec dote	ex pla na'tion
car'ol	a las'	cal'lous	com'ment	of fi'cious

LESSON 102.

Friendship is Heaven's *best gift*. The clouds *disperse*
 and the waters *vanish*. I *dislike* to *differ* with you, but
 I can *perceive* the *figure*. If he *wastes* his money, he
 will *disgrace* his family.

dig'it	am'i ty	dis cern'	am mo'nia	dis ap pear'
melt	dis sent'	squan'der	press'ing	an nounce'
scat'ter	dig'ging	sep'a rate	dis hon'or	dis'si pate
de grade'	cen'sure	pres'ent ly	dis a gree'	con vene'

LESSON 103.

The *cannons* roared. An ant bit the *emigrant* and
 caused *confusion* in the *encampment*. *Deceived* by the
pattern, he made the *pillow* of a bright *hue*.

pil'lar	em'met	cel'lar	cel'ery	dis turb'ance
del'uge	sol'i tude	col'or	chol'er	de lud'ed
mis lead'	col'umn	mod'el	sam'ple	im'mi grant
can'o py	can'non	can'on	spec'i men	collec'tion

LESSON 104.

"With a great outcry he seized his slimy opponent openly by the throat." Purity ennobles man. He instantly imitates the figure. Conceive, if you can, a vast cavern filled with criminals holding a festival.

im'age fes'ti val hol'i day dig'ni fy im me'di ate ly
 cop'ies pat'tern im mense' in teg'ri ty e nor'mous
 fan'cy en'e my im ag'ine sched'ule com pan'ions
 stat'ue up'roar clam'my pres'ent ly in at ten'tion

LESSON 105.

He would starve sooner than do a vicious act. Memory is eternal. I bear him no ill will, although his behavior has been immoral.

in'ner man'age un dy'ing in ter'nal dis hon'or a ble
 mal'ice rath'er per form' lit'ur gy ter'mi nate
 mal'let ma ter'nal mat'ter man'ners be gin'ning
 lit'ter in i'tial moth'er ly im mor'al im mor'tal

LESSON 106.

He could not bear the pain which was soothed by opiates. He expressed great sympathy. Seldom do we see such an example of motherly love.

met'al tri'fle al le'vi ate in sist' sym'pa thy
 met'tle script'ure mit'i gate pi'et y com pas'sion
 pet'al pat'ent op'er ate en dure' fret'ful ly
 spir'it ex am'ple pit'tance sel'dom pet'tish ly

LESSON 107.

(OPPOSITE)

(OPPOSITE)

re lin'quish	keep	care'ful	heed'less
an nounce'	con ceal'	com'fort	dis tress'
des pise'	re spect'	cow'ard ice	cour'age
ag' i tat ed	tran'quil	re duce'	in crease'
old	new	good'ness	wick'ed ness
an'cient	mod'ern	short'en	length'en
pain	pleas'ure	ov er throw'	es tab'lish
haugh'ty	hum'ble	rough	smooth
at tract'	re pel'	ab surd'	reas'on able
ban'ish	re call	ac cept'	re ject'
ad mit'	de ny'	gain	lose
re prove'	com mend'	ac quit'	con vict'
bound'less	lim'it ed	con struct'	de stroy'
as cend'	de scend'	clean	dirt'y

LESSON 108. — Review.

in teg'ri ty	be hav'ior	as signed'	dis trib'u ted
an nounce'	cal'en dar	an'ec dote	in duce'ment
vi'cious	dig'ging	em'i grant	in at ten'tion
mit'i gate	sol'i tude	forc'i ble	dis tin'guish
free'ing	o mis'sion	e nor'mous	com pas'sion
am mo'ni a	move'ment	singe'ing	im me'di ate ly
dis cern'	change'a ble	nurs'ling	dis turb'ance
ter'mi nate	rogu'ish ly	shoe'ing	en cour'age ment
ob scure'	dye'ing	met'tle	ad van ta'geous
rum'bling	judg'ment	sym'pa thy	fick'le ness
large'ness	stat'ue	de ceived'	ex cite'ment
aw'ful	im mense'	cel'er y	serv'ice a ble
dig'ni fy	in i'tial	sen'si ble	tinge'ing

LESSON 109.

"An *investment* in *knowledge* always *pays* the best interest." "Repeated *kindness* will *soften* the *hardest* heart." "The *happiness* you *bestow* on others is *reflected* back to your own bosom."

loan	sub due'	sub vert'	gives in re turn'
in'ter est	so lic'i tude	sor'row	ad van'tage
ov er come'	with hold'	im part'	con tin'ued
be stow'	ab sorb'	re lent'less	mul'ti plied
in form'er	sof'ten	re turned'	en joy'ment

LESSON 110.

"Look upon the *bright* side of your *condition*, then your *discontents* will *disperse*. Pore not upon your *losses* but *recount* your *mercies*."

re flect'	scat'ter	dis'si pate	ob lique'
con sid'er	dam'age	pri va'tion	e num'er ate
re peat'	re hearse'	de tail'	de struc'tion
be hold'	shin'ing	fa'vors	un ea'si ness
sit u a'tion	po si'tion	por'tion	bles'sings

LESSON 111.

"A *cheerful* temper joined with *innocence* will make beauty *attractive*, knowledge *delightful*, and wit *good-natured*."

cheer'less	pu'ri ty	ill-na'tured	charm'ing
al lur'ing	draw'ing	mer'ry	light-heart'ed
con nect'ed	hu'mor	u nit'ed	spot'less ness
joy'ful	char'ac ter	kind'ly	com bined'
na'ture	en tic'ing	come'li ness	dis po si'tion

LESSON 112.

“Read to *know*. *Converse* to *learn* and *impart*. Write only what you are *sure* is *correct*.” “Reading maketh a *full* man, *conference* a *ready* man, and writing an *exact* man.”

acquire'	re ceive'	at tain'	un der stand'
ex press'	con'fi dent	cer'tain	ul'ti mate
doubt'ful	ac'cu rate	ig'no rant	un cer'tain
per ceive'	plaus'i ble	pre cise'	ex tir'pate

LESSON 113.

“The *advantage* of living does not *consist* in length of days, but in the right *employment* of them.”

prop'er	dis pos'al	vol'un ta ry	rep u ta'tions
na'tives	great'ly	ben'e fit	per'ma nent ly
harmed	con sign'	pre vail'	su pe ri or'i ty
deeds	per'ma nent	a ris'ing	de cid'ed ly

LESSON 114.

“Whoever yields to temptation debases himself with a debasement from which he can never arise. This is indeed a calamity of calamities. The world's scorn he might sometimes forget, but the knowledge of his own perfidy is undying.”

sub mits'	de files'	con tempt'	con tam'i nate
de grades'	dis hon'or	con trib'ute	en tice'ment
dis as'ter	rec ol lect'	in ju'ri ous	sur ren'ders
con'tu me ly	cor rupts'	dis dain'	deg ra da'tion
dis grace'	det'ri ment	mis for'tune	al lure'ment

LESSON 115.

"The *chief* art of *learning* is to *attempt* but little at a time. The *widest excursions* of the mind are made by short flights *frequently repeated*."

lead'ing	main	es say'	nar'row est
prin'ci pal	am'pu tate	broad'est	re peat'ed ly
in'ter val	pe'ri od	rov'ings	per se vere'
ex tend'ed	sel'dom	con'stantly	ex pe di'tions

LESSON 116.

"The *storms of adversity*, like the *gales* on the ocean, *stir up* the *faculties* and *excite* the *invention*, *prudence*, and fortitude of the voyager. A smooth sea can never make a skilful mariner."

fan'cy	sa gac'i ty	pro fi'cient	im ag i na'tion
tal'ents	a bil'i ty	dis cre'tion	im pru'dence
tem'pests	vig'i lance	clev'er ness	heed'less ness
a wak'en	firm'ness	ca tas'tro phe	en dur'ance
in spire'	re pute'	stim'u late	res o lu'tion

LESSON 117.

"We live in an *age* in which *cultivated* mind is *becoming* more and more the *controlling influence* of *affairs*."

e vents'	im proved'	au thor'i ty	oc cur'ren ces
e'ra	cen'tu ry	guid'ing	un cul'ti vated
con trol'	di rect'ing	man'ag ing	in creas'ing ly
prin'ci ple	ed'u cat ed	reg'u lat ing	com'ing to be

LESSON 118.

“If we look to material prosperity, to physical welfare, they are most powerfully promoted by everything which multiplies and diffuses the means of education.”

spreads	might'i ly	dis trib'utes	ex pe'di ents
ex tends'	fur'thered	in creas'es	ac cu'mu late
helped	ad vanced'	cir'cu lates	ap pli'an ces
for'ci bly	ad ver'si ty	for'ward ed	dis sem'i nate
bod'i ly	cor po're al	well'-be ing	in'stru ments

LESSON 119.

“Gird yourself for the work of self-cultivation. Your leisure moments, properly expended, will procure for you a stock of great thoughts, that will fill, stir, invigorate, and expand the soul.”

spare	store	en large'	sur round'
fit'ly	right'ly	em ploy'er	em ployed'
ob tain'	sup ply'	strength'en	en com'pass
wise'ly	hoard	con sumed'	de vel'op ment
used	se cure'	en close'	un em ployed'

LESSON 120.

Deliberate slowly, execute promptly. Evil communications corrupt good manners. The charities of life are scattered everywhere.

vi'tiate	hab'its	in'ter course	as so ci a'tions
a chieve'	ban'quet	lib er al'i ty	car'ry out
defi cit	low, vile	de port'ment	en ter tain'ment
con'stant	sat'isfied	con sum'mate	with out' delay'

LESSON 121.

Derivatives formed by adding or prefixing a syllable to words ending with two consonants generally retain both consonants, unless two like sounds are thus brought together.

bliss'ful	add'ing	ad di'tion	ebb'ing
odd'i ty	snuff'ing	brass'y	cross'ing
tossed	pass'ing	hall'-way	call'ing
hill'y	pulled	still'ness	chill'iness
mill'stone	ful'y	tall'ness	shrill'ness

LESSON 122.

Until the *enrolling* and *drilling* were *finished*, no one could *foretell* what would *befall* them in *attacking* the buttress.

be fall'	un well'	be fell'	rolled
fore tell'	de press'	wa'ter-fall	but'ted
dull'est	skilled	will'ing	less'en ing
culled	en rolled'	drill'ing	dis en thrall'
but'tress	killed	fare well'	billed

LESSON 123.¹

The *dullness* of the season *prevented* even the most *skillful* workmen from *fulfilling* their *engagements*.

in still'	thrall'dom	will'ful ²	en thrall'ment
be fall'	dull'ness	ful fill' ²	in stall'ment
dis till'	full'ness	pon tif'i cal ³	ful fill'ing
en roll'	skill'ful	en roll'ment	ful filled'

¹ Worcester spells the words in this lesson with one l.

² Compounds.

³ Exception.

LESSON 124. — Review.

ad van'tage	dis perse'	en joy'ment	re lent'less
con tin'ued	con verse'	de struc'tion	un ea'si ness
dis con tents'	dis'si pate	at trac'tive	dis po si'tion
in'no cence	re hearse'	come'li ness	per'ma nent ly
sit u a'tion	al lur'ing	vol'un ta ry	con trib'ute
com bined'	plaus'i ble	con'fi dent	de cid'ed ly
con di'tion	pla'ca ble	en tic'ing	in vest'ment
ac'cu rate	dis pos'al	re flect'ed	so lic'i tude
knowl'edge	sub due'	mul'ti plied	su pe ri or'i ty

LESSON 125. — Review.

rep u ta'tion	ex cur'sions	ad ver'si ty	ca tas'tro phe
en tice'ment	en deav'or	for'ti tude	im ag i na'tion
def'i cit	stim'u late	vig'i lance	reg'u lat ing
sa gac'i ty	res o lu'tion	dis cre'tion	oc cur'ren ces
pro fi'cient	en dur'ance	in'flu ence	deg ra da'tion
cul'ti vat ed	con troll'ing	per'fi dy	al lure'ments
au thor'i ty	guid'ing	dis dain'	con tam'i nates
vi'ti ate	con'tu me ly	ca lam'i ties	ex pe di'tions

LESSON 126. — Review.

lei'sure	ma te'ri al	de lib'er ate	ap pli'an ces
cor rupt'	char'i ties	pros per'i ty	dis sem'i nate
but'tress	ful fill'ing	in'ter course	de vel'op ment
skill'ful	ad ver'si ty	dis en thrall'	con sum'mate
a chieve'	shrill'ness	in stall'ment	engage'ments
ban'quet	thrall'dom	ex pe'di ents	ac cu'mu lates
will'ful	cor po're al	in vig'or ate	de riv'a tives
phys'i cal	ap pend'ed	pon tif'i cal	com mu ni ca'tions

LESSON 127.

well'-bred	with al'	all-hal'low	wall'-eyed
al though'	fright'ful	well'-read	al to geth'er
al'ways	sin'ful	bull'-dog	full'-blown
aw'ful	christ'mas	al read'y	well'-spring
wel'fare	dread'ful	al'so	mich'ael mas
woe'ful	wel'kin	wel'come	stiff'-necked
wher ev'er.	bel'fry	hate'ful	where with al'
ful'some	art'ful	pas'time	bul'rush es
well'-nigh	chil'blain	bull'-frog	here up on'
al might'y	fear'ful	al'most	well'-be ing

LESSON 128.

ex ist'ence	qual'i ty	de rived'	de stroyed'
van'ish	ac'ci dent	fab'ric	sub'stance
shad'ow	plight	nought	emp'ti ness
es sen'tial	ab'so lute	es'sence	hol'low ness
re al'i ty	per'ish	feat'ures	neg'a tive
pos'i tive	ar'ti cle	ex tinct'	de part'ed

LESSON 129.

con cern'	kins'man	dis tinct'	con nec'tion
per tain'	re verse'	ab'sence	con tra dict'
con nect'	dis a gree'	as'pect	in de pend'ence
re sem'ble	fit'ness	re mote'	com pared'
as so'ciate	sep'a rate	con'trast	par'ent age
rel'a tive	kin'dred	like'ness	gen er a'tion

When compound words are written with a hyphen, they usually retain all their letters; but, where they have become by use simple words, **ll** becomes **l**, and final **e** is dropped usually before a vowel.

LESSON 130.

a dapt'	scope	pre vail'	har'mo ny
un fit'	un ev'en	dis'cord	con sist'ence
de gree'	mis'er a ble	im prop'er	con tempt'
bal'ance	a bound'	in ter fere'	con'so nant
pre empt'	con'cord	sphere	e nor'mous
se'ri ous	rec'on cile	av'er age	a bun'dant
un'ion	quan'ti ty	out'rage	stan'dard
grad'u ate	com'pass	whole'sale	mag'ni tude

LESSON 131.

in fe'ri or	ex tend'	ce ment'	com'pound
a bate'	de crease'	neg lect'	pad'lock
sur vive'	di vide'	reg'u lar	frag'ment
sun'der	re ject'	re duce'	mag'ni fy
band'age	meth'od	slack'en	mem'ber
com bine'	de prive'	ex clude'	sub tract'
con'tents	min'gle	dis turb'	sim plic'i ty
dis or'der	whit'tle	in sult'	ad mis'sion

LESSON 132.

in'ter val	pack'age	new'ness	en'trance
vol'ley	quaint	ar ray'	mul'ti tude
per'son al	en dure'	con'gress	com'pa ny
queer	fu'gi tive	em brace'	or'di na ry
drear'y	pro pri'e ty	pre vail'	col'umn
dis'tance	dis band'	ex cep'tion	gath'er ing
fu'ri ous	re sort'	prog'ress	rec'og nize
scale	em ploy'	de cline'	prod'uct
oc'cu py	as sume'	en force'	div'i dend

LESSON 133.

crit'i cal	mock'er y	ob liv'i on	pro vid'ed
pe cul'iar	mod'i fy	ab rupt'	oc ca'sion
al'ti tude	re'print	an'cient	im i ta'tion
re la'tion	per'son al	pro long'	re flec'tion
nat'u ral	u'ni form	the'a ter	rep re sent'
fash'ion	lit'er al ly	vet'er an	em'u late
cri'sis	leg'i bly	tu'mult	coun'ter feit
ref'er ence	punct'u al	or'i gin	scram'ble

LESSON 134.

dis pos'al	im mense'	jus'tice	con'sta ble
in trin'sic	ma jor'i ty	sher'iff	snap'pish
pre'vi ous	mi nor'i ty	par'a sol	pro found'
con clude'	le'gal	a pol'o gize	com pas'sion
ex treme'	sen'ate	scan'dal	mag'is trate
em phat'ic	ad'vo cate	a sy'lum	ten'der ness
court	flat'ter y	skein	fore'fa thers
vi'o lent	of'fi cer	lin'i ment	rec re a'tion

LESSON 135.

pas'time	com ply'	def'i nite	pa thet'ic
an'ces tors	at tain'	en list'	dis turb'ance
rec'ti fy	ad just'	en'er gy	mel'an chol y
en liv'en	a dapt'	re sign'	wran'gle
va'ry	can'cer	doc'trine	re lent'less
gay'e ty	re strict'	se'quel	re gard'less
a bol'ish	ex'pert	pen'u ry	in ev'i ta ble
lat'tice	de fraud'	suc'cor	ag'gra vate
ob scured'	dain'ty	height'en	whole'some

LESSON 136.

di vine'	di vin'i ty	fer'ule	pre'mi um
ho'li ness	cre ate'	ver'dict	su preme'
spec'ter	ghost'ly	pris'on er	fiend'ish
gal'low's	scourge	re deem'	pen'ance
for'feit	pen'al ty	big'ot ry	chas tise'
a tone'	ab solve'	cud'gel	in'fi nite
re prieve'	de cree'	chas'ten	re ward'
ap peal'	gov'ern	at tack'	ac cused'

LESSON 137.

re pent'	in firm'	can'dor	strug'gle
re proach'	dig'ni ty	in'fa my	hon'or a ble
of fense'	taunt	re morse'	treach'er ous
frail	stat'ute	vil'lain	de nounce'
mo ral'i ty	re gret'	mon'ster	pen'i tence
in fi del'i ty	ruffian	knave	mean'ness
sci'ence	ras'cal	trait'or	shab'bi ness
re proof'	du'te ous	fi del'i ty	con fes'sion
tres'pass	in teg'ri ty	treas'on	re proach'

LESSON 138.

ap plause'	li'cense	for got'ten	ap prov'al
mag'ni fy	vi'o late	tes'ti fy	pop u lar'i ty
cen'sure	priv'i lege	la ment'	com'ple ment
scold'ing	se cu'ri ty	pat'ri ot ism	per form'ance
pro test'	de serve'	bar bar'i ty	ven'geance
in dig'ni ty	war'rant	di vorce'	grat'i tude
ob li ga'tion	im prop'er	wid'ow er	mat'ri mo ny
re leased'	par'tial	ir'ri ta ble	po lyg'a my
ex cused'	pit'i less	peev'ish	af fec'tions

LESSON 139.

sub side'	ab sent'	re'al ize	pen'e trate
de crease'	en gulf'	re cit'al	pierc'ing
cur tail'	re frain'	a mass'	prov'erb
a bridge'	for bear'	pre cise'	ut'ter ance
de test'	co'pi ous	de fame'	post pone'
ab hor'	chasm	a vow'	dis pense'
tal'ent	es cort'	plen'ti ful	con'se quent ly
re voke'	al ly'	in'so lent	ex pla na'tion

LESSON 140.

ag'ile	en'trance	broil	dis may'
nim'ble	tol'er ate	feud	out'rage
im pel'	cor rupt'	spright'ly	el'der ly
in duce'	con'tra ry	com ply'	as pire'
max'im	al lude'	trans fer'	pro por'tion
o ra'tion	fond'ness	al li'ance	in'ti mate
cleave	a dopt'	sug gest'	mod'i fy
ex'pert	con form'	de coy'	re spon'si ble

LESSON 141.

en'mi ty	an'ec dotes	set tee'	im'pu dence
lep'ro sy	re join'der	ice'berg	grand'eur
per plex'	ac'cess	gyp'sy	im mense'
im pose'	front'ier	dai'ry	mem'oirs
e lude'	a void'	pri'or	pre'vi ous
dwarf	yeast	a ver'sion	ar ti fi'cial
glimpse	mat'tress	re luc'tant	gen'u ine
mar'tyr	ur'chin	nerv'ous	con found'
slight	mea'sles	slight	ad'ver tise

LESSON 142.

ging'ham	hy'phen	boast'er	at tire'
prej'u dice	na'tion al	frag'ile	for lorn'
des'o late	ra pid'i ty	cult'ure	be siege'
plun'der	af flict'	di'a logue	dis tinct'ly
gen'ius	e lec'tion	ghast'ly	cer'e mo ny
ve loc'i ty	rai'ment	in'so lent	sim plic'i ty
chas tise'	bun'gling	slaugh'ter	sim i lar'i ty
in'fan cy	fur'lough	snatch	ob ser va'tion

LESSON 143.

rec'on cile	em bar'rass	ri'val ry	im pos'tor
con sume'	con vince'	scheme	de bil'i ty
frus'trate	con'science	re solve'	de ter'mine
de bar'	ca reer'	feat	im per'fect
ex clude'	in firm'i ty	pro tect'or	pro tract'
pre clude'	ex'ploit	poi'son	con clu'sion
de ter'	ad'vo cate	swin'dle	mer'chan dise
ex change'	re tard'	el'e gant	con gre ga'tion

LESSON 144.

de li'cious	pit'i ful	lan'guish	ev'i dence
sketch	ar'bi tra ry	de cline'	tes'ti mo ny
res'cue	de mol'ish	em'a nate	ex haust'
de note'	de tect'	dec'o rate	dil'i gent
re li'ance	de vout'	em'blem	ex plain'
de plore'	bash'ful	sym'bol	prod'i gal
ap point'	dis'triet	be witch'	fa mil'iar
pro ject'	sec'tion	en count'er	false'hood
de sign'	lo cal'i ty	ex treme'	in cli na'tion

LESSON 145.

pen'al ty	veg'e tate	gloom'y	gid'di ness
triv'i al	sul'len	se'ri ous	splen'dor
gen'u ine	sol'emn	pas'sen ger	in sen'si ble
do na'tion	mo rose'	aus tere'	au da'cious
grat'i fy	zeal'ous	cord'ial	ac cord'ing ly
mel'o dy	ar'dent	for'ward	pro gress'ive
dis patch'	can'did	pan'ic	pro duc'tive
in dulce'	sprout	hur'ri cane	mes'sen ger

LESSON 146.

stam'mer	hes'i tate	in teg'ri ty	di vulge'
thwart	rec'ti tude	dis sem'ble	sig'ni fy
re vere'	de ject'ed	de crease'	un sta'ble
hy poc'ri sy	pre tence'	dil'a to ry	le git'i mate
in'do lent	con trive'	in'di gence	out ra'geous
e nor'mous	in del'i cate	in'fa mous	mys te'ri ous
im pa'tient	blem'ish	ven'er ate	o ver bear'ing
ob'sta cle	slug'gish	lan'guor	mer'ri ment

LESSON 147.

sub'tle	in ter cede'	re'search	in'fer ence
a bus'ive	in sert'	scru'ti ny	pred'i cate
in trude'	in ter rupt'	in vig'or ate	in fe'ri or
in fringe'	sus pend'	for'ti fy	sec'ond a ry
so'journ	sub side'	im'pli cate	or'di na ry
oc'cu py	in ter fere'	in volved'	plagues
pry'ing	in ter'pret	irk'some	treach'er ous
tor'por	sar'casm	tan'ta lize	in tox'i cate
stu pid'i ty	sat'ire	in va'sion	in ves'ti gate

HAZEN'S

COMPLETE SPELLING-BOOK.

GRAMMAR.

LESSON 1.

“In the *experience* of life, it is *found* that the *wholesome discipline* of *adversity* on *strong natures*, usually carries with it a *self-preserving influence*.”

sal'u ta ry	char'ac ter	gov'ern ment	chas'tise ment
health'ful	cor rec'tion	self-re li'ant	self-sus tain'ing
train'ing	af flic'tion	mis fort'unes	self-pro tect'ing
ca lam'i ty	pros per'i ty	dis po si'tions	con sti tu'tions

LESSON 2.

She is a teacher of *experience*. Have you *experienced* sorrow? They *found* a *verdict*. This is *wholesome* food. He is severe in his *discipline*. He was *disciplined* by court-martial. She has a *self-reliant disposition*.

vi'cious	de ter'mine	a ban'doned	ac quire'ments
stay'ing	prof'li gate	at tain'ments	a chieve'ments
a bide'	un fail'ing	pro fi'cien cy	un prin'ci pled
re main'	un changed'	per form'ance	dis rep'u ta ble
for sak'en	com ple'tion	in cor'ri gi ble	ac com'plish ment

LESSON 3.

He was *noted* for his *accomplishments*. The work is *accomplished*. You shall *receive* full *compensation* upon the *performance* of the work. The musical *performance* was *delightful*.

lat'er al	or'ches tra	so ci'e ty	back'ward
lig'a ment	bands	charm'ing	con'tra ri ly
mul'ti tudes	com'pa ny	dul'ly	be hind'hand

LESSON 4.

The subject was *rendered intelligible* by means of *comparisons* and examples. The book was *embellished* with pictures. The people who live *permanently* in a house, a city, or a country, are called *inhabitants*, while the *floating* population stay only a short time in a place.

il lus'trat ed	nav i ga'tion	oc ca'sioned	trav'ersed
ques'tion	de clined'	fre quent'ed	in hab'i tants
reck'on	mar'vel ous	quan'ti ty	im por'tance
mu'ti nous	es tab'lish	re sort'ed	in for ma'tion
neph'ew	ex plain'ing	re mind'ed	mor ti fi ca'tion

LESSON 5.

proph'et	am'bush	de vour'	New'found land
pawned	snatched	en coun'ter	man u fact'ure
sti'fled	com bined'	fresh'et	sub'stance
tor'rents	fac'to ry	craft'y	scheme
smoth'er	dil'i gence	sprout	thor'ough ly
ju di'cious	dic'tion a ry	pend'u lum	sand'wich
nim'ble	com posed'	com put'ed	vict'uals
va'grant	av'e nue	cro quet'	con ven'ient
grudge	stag'nant	span'iel	cat'er pil lar

LESSON 6.

It *happened* that the *natives* had *superb adornments*. The country was *full* of game. This is of great *importance*. He feels quite *important*. The ambassador *represents* the nation. He *represented* it to be true. He *personated* Cæsar.

con'ti nent	civ'il ized	in'stance	in de pend'ent
e qua'tor	par'a dise	a bound'ing	un bound'ed
con'course	in ter rup'tion	or'na ments	pre pared'
im por'tant	mag nif'i cent	de ter'mined	con ceiv'a ble
rep re sent'	mean'time	su pe'ri or	splen'dor

LESSON 7.

By a wicked *trick*, he set free the prisoners who had done the *most cruel deeds*. The country was *settled*. The bill was not *settled*. He was an *artificer* of wood.

ar'ti fice	christ'ened	mon'strous	a troc'i ties
prac'ticed	cap'tive	suit'ed	ro man'tic
com pas'sion	ex plore'	set'tle ment	col'o ny
at tacked'	con demn'	mag'i cal	in tel'li gence
lib'er ate	a venge'	out'rage	de lib er a'tion

LESSON 8.

pau'per	la ment'	cam paign'	voy'age
bev'er age	nau'ti cal	wran'gle	mon'ster
en gaged'	cir'cu lar	di am'e ter	re spect'ing
sphere	in'di cate	nu'mer ous	con cern'ing
om'ni bus	bou quet'	em'blem	fret'ting
bay'o nets	ar ray'	grum'ble	sport'ive
as cer tain'	sur veyed'	in struct'	des'ti tute
haw'thorn	con trive'	be hav'ior	coun'te nance
bal'last	cash'mere	jeal'ous	re mark'a ble
swin'dle	cas'si mere	leop'ard	lo co mo'tive

LESSON 9.

I *remember* that he was *obstinate*, and I never *interfered* with him. He gave a *silent* consent. The *physician* *prescribed* *morphine* to quiet the *severe* pain.

rec ol lect'	tac'it	em'pha sis	rou tine'
stub'born	mor'phine	a ward'ed	priv'i lege
wed'ded	en vi'rons	lux u'ri ant	sen sa'tion
al lay'	in tense'	cel e bra'tion	nui'sance

LESSON 10.

ar rayed'	mus'tered	sed'a tive	ac com'mo date
crev'ice	quad'ru ped	quaint	ex ag'ger ate
in gen'ious	at'mos phere	par'ti cle	skel'e ton
prec'i pice	al'co hol	sprained	pur'ple
pave'ment	crutch'es	as sure'	fi del'i ty
neck'lace	crys'tal	res'cued	con ceit'
de coy'	launched	crit'i cal	ner'vous
hew'ing	ob'long	por'traits	car'a van
en dear'	con'scious	clus'ter	ex'em pla ry

LESSON 11.

in ter'pret	in quis'i tive	vul'gar	ex per'i ment
in'mates	state'ment	scab'bard	ter'race
in'ci dent	fos'sil	av'a lanche	in ter mis'sion
cap tiv'i ty	tu i'tion	co quette'	ci vil'ian
de cep'tion	req'ui site	fas'ci nate	mos qui'to
gen'u ine	as tron'o mer	who ev'er	sup'pli cate
in del'i ble	re cep'ta cle	sus'te nance	fer ment'
mort'gage	re tort'ed	re tal'i ate	di men'sion
fic ti'tious	at tend'ant	a ghas't'	de vel'op

LESSON 12.

They *tracked* the *baron* over a *barren tract* of land. Do not *feign* to be *frank*. A *piece* of velvet, *dyled red*, covered the *altar* in the *fane*, but the *marshal* would *fain* alter it, being a *martial* man whose brother *died* on the *stile* near by. The low-crowned hat is now in *style*. We will *cite* him to appear on charge of killing a *doe*. On the *site* of the present city, I beheld a terrible *sight*. *O'er* the spot where the *ore* lies hidden, the Indian once *plied* the *oar*. He did not play the *lyre* upon the highest *peak*. He did this from a personal *pique*. *Hie* to the *high* lands. I got a *mote* in my *eye* as I crossed the *moat*.

LESSON 13. — Review.

ar'ti fice	lig'a ment	nui'sance	con ceiv'a ble
nau'ti cal	or'ches tra	un fail'ing	en vi'rons
con'scious	prof'li gate	un bound'ed	ex'em pla ry
coquette'	in struct'	at tain'ment	a chieve'ment
ex plic'it	cro quet'	mag nif'i cent	ac com'plish ment
con ceit'	launched	am bas'sa dor	mor ti fi ca'tion
mos qui'to	in ter'pret	dis po si'tion	de lib er a'tion
re tort'ed	dis'ci pline	un prin'ci pled	dis rep'u ta ble
mu'ti nous	lux u'ri ant	ex pe'ri ence	com pen sa'tion
req'ui site	pros per'i ty	con sti tu'tion	chas'tise ment
ad ver'si ty	fic ti'tious	in cor'ri gi ble	ac quire'ments
a troc'i ties	con'tra ri ly	in cred'i ble	gov'ern ment
pro fi'cien cy	mon'strous	mar'vel ous	ex ag'ger ate
in gen'ious	mag'i cal	pop u la'tion	cam paign'
ci vil'ian	a ghas't	fas'ci nate	cas'si mere

LESSON 14.

The judge *sentenced* him to death. He received the news with *indifference*, and *sent away* the messenger. Did you execute the plan as proposed? I *determined* to *adopt* this opinion.

con demn'	un con cern'	em ployed'	string'ing
ex e cu'tion	ap point'	re solved'	a dopt'
as sur'ance	dis missed'	sur'gi cal	treat'ment
dis cre'tion	de ci'sion	e lec'tion	ex clu'sion

LESSON 15.

He *declared* it good. For so *persecuted* they the prophets. Read the paragraph *before this one*. They lived in *slavery*. He *reverentially* read the scriptures. Forget not the *gathering* of yourselves *together*. I am *busy* just now. I will *promise* to do this. The *engage-ment* is *broken*.

sol'emn ly	en gaged'	bond'age	pro nounce'
chron'i cle	as sem'ble	cov'e nant	im pris'on
per'se cute	pre ced'ing	con duce'	un sea'wor thy
fu'gi tive	guid'ance	pre'vi ous	em bar ka'tion
en'ter prise	in duced'	re'al ized	oc ca'sion al ly

LESSON 16.

re search'	in dic'a tive	scru'ti ny	dis crim'i nate
so lu'tion	ex pos'ure	re port'	in dorse'ment
tes'ti mo ny	ex am'ine	es ti ma'tion	mod i fi ca'tion
dis prove'	re sponse'	val u a'tion	in ves ti ga'tion
an'swer	dis tin'guish	al low'ance	con tra dic'tion
dis tinc'tion	con fute'	re fute'	as sess'ment
au'to graph	de mol'ish	re li'ance	lim i ta'tion

LESSON 17.

I am *constrained* to *give up*. I will accept no *compensation* for my *presence* at the *gathering*. *Execute* the laws, and *exile* the *persistent offenders*.

en forced'	e quiv'a lent	ex post'u late	per sist'ent ly
re nounce'	rep'ri mand	a bu'sive	con sid er a'tion
com pelled'	at tend'ing	un yield'ing	un flinch'ing
tol er a'tion	re mon'strate	ban'ished	com mem'o rate
in'ter val	ter'ri to ry	stren'u ous	dep're cate

LESSON 18.

He *advanced impressive* and *powerful reasons*. He *seized* it *forcibly*. The *ancestral homestead* was *inherited* with the *hereditary* pride. How much they are *alike*! His *lightnings illumine* the world. His *teachings enlighten* the mind.

for'ci ble	har'ass	he red'i ta ry	res to ra'tion
sim plic'i ty	ar'gue	en light'en	dem o crat'ic
prov'ince	re cep'tion	au'di ence	re sem'blance
her'it age	weight'y	sym'bol	pro hi bi'tion
dor'mant	in va'sion	de lud'ed	mis'sion a ry

LESSON 19.

tel'e scope	mo nop'o ly	ec cen'tric	dev as ta'tion
dis af fect'ed	vi cin'i ty	re spon'si ble	ac com'plished
ten'den cy	con firmed'	de spoiled'	ex ter'mi nate
a sy'lum	del'e gates	ex pul'sion	in tro duced'
vi vac'i ty	dis train'	leg'is late	gen er a'tions
lav'ish	do min'ion	an noyed'	dis so lu'tion
sol'i tude	de pressed'	in dus'tri ous	a ris'to crat

LESSON 20.

I felt a great *aversion* to him, for he seemed to be a *detestable* man. See our *National emblem*. They *agreed* to *keep* the treaty. I *move* to *amend* by *adding* "*efficient*" after the word "*signatures*."

sep'a rate	de test'a ble	ef fi'cient	parch'ment
a ver'sion	spir'it u al	ob nox'ious	an tip'a thy
virt'u ous	ab hor'rence	o'di ous	stip'u lat ed
de vout'	re pul'sive	sig'na ture	dis trib'u ted
sun'der	em'blems	a mend'ed	re pug'nance

LESSON 21.

"*Deliberate* slowly, *execute* promptly. *Defer* not till evening what morning may and should *accomplish*."

put off	in'ter view	un feigned'	com pris'ing
be tok'en	pam'phlet	sur ren'der	mourn'ing
im port'ed	ex port'ed	cal'cu lat ed	con ster na'tion
per form'	en grave'	al li'ance	grad'u at ed

LESSON 22.

de vice'	vo ra'cious	ro ta to'ry	il lu'mi nate
en roll'	re ceipt'ed	ci'pher	per'ma nent
ob'se quiès	e lab'o rate	ex pe'di ent	lu'bri cate
in cis'ion	ap pa ra'tus	ve'hi cle	in ter'ment
rav'en ous	haz'ard	dis ap prove'	fru i'tion
in cred'i ble	front'ier	en list'	dan'druff
tel'escope	en gross'	gaunt'let	fi nan'cial
ec'sta sy	spe'cious	ag nos'tic	at tain'ment
reg'is ter	tar'nished	syr'inge	ad'mir a ble
pal'li ate	ce ler'i ty	burg'la ry	con fec'tion e ry

LESSON 23.

A *poisonous* snake *infested* the *colony*. The *result* was, the removal of many *settlers* to a more *desirable* *location*. This did not *hinder* the *spread* of this *malignant* disease.

op pressed'	de part'ure	set'tle ment	con'se quence
sit u a'tion	ven'om ous	rec om mend'	con stit'u ent
ma lig'nant	im posed'	griev'ance	ben e fac'tor
pre vailed'	pre ven'tion	suit'a ble	ap pro'pri ate
pur'port	con gen'ial	el'i gi ble	re tire'ment

LESSON 24.

I have *accomplished* my *purpose*. I have *fulfilled* my *agreement*. The *bargain* was made. It was a *compendious* *statement*. The enemy came on in *solid* column.

vi cin'i ty	com'pact	a chieve'	des ti na'tion
traf'fick ing	ex hi bi'tion	ti'dings	con trast'ing
dis cerned'	ac'ri mo ny	guar'di an	cur tail'ment
fop'pish ly	boat'swain	lieu ten'ant	con sum ma'tion

LESSON 25.

rhythm	me dall'ion	far'ri er	ex ude'
dig'ni fied	i'ci cle	fa'cial	ques'tion ing
plum'age	in'ter lude	quaint'ly	vig'or ous ly
a cid'i ty	ed'dy ing	in tel'li gent	com bus'tion
for'feit ed	se pul'chral	ref u gee'	ex plo ra'tion
in ter cede'	neu tral'i ty	vi'ands	ex haust'ing
hal'lowed	sur viv'or	res'pite	fab ri ca'tion
trans act'	per vad'ed	nar ra'tion	pro trud'ing
pomp'ous	en act'ed	cas'u al ly	pro phet'ic al ly

LESSON 26.

A *beech* tree stood by the sandy *beach*. The winds *blew* over the *blue* waters. Congress, during its last *session*, voted the *cession* of these lands to the Indians. On simple *fare*, we will *climb* the hills of every *clime*, while *fair* women look with wonder at our exploits. We will visit *Greece*, sail across the *main*, and stroke our horses' *manes* as we ride over the *route* of the ten thousand, while the fragrance of the wild *thyme*, which we have pulled up by the *root*, will all the *time* console us for our troubles.

LESSON 27.

in hale'	phys'i cal	re strict'ed	treach'er ous
jus'ti fy	ar'gu ment	ded'i cate	re fine'ment
rick'et y	de'vi ous	su per fi'cial	ne go ti a'tion
em bod'ied	ad journ'	di lap'i dat ed	sys tem at'ic
de void'	in ces'sant	lu'mi nous ly	de fault'
vis'age	strat'a gem	u ni vers'al	de range'ment
as'per ate	de duce'	de fect'ive	fruc'ti fy

LESSON 28. — Review.

con demn'	ven'om ous	pro hi bi'tion	o'di ous
un con cern'	con stit'u ent	de lud'ed	stip'u late
as sur'ance	ap pro'pri ate	il lu'mi nate	ef fi'cient
dis cre'tion	con gen'ial	dis train'	in'ter view
sur'gic al	griev'ance	de spoiled'	pam'phlet
ex clu'sion	e quiv'a lent	com bus'tion	cal'cu lat ed
en'ter prise	stren'u ous	ex pul'sion	con ster na'tion
chron'i cle	dep're cate	dis trib'ut ed	con sid er a'tion
ma lig'nant	he red'i ta ry	ob nox'ious	vi vac'i ty
spe'cious	ec cen'tric	un feigned'	scru'ti ny

LESSON 29.

His *attendants* accepted the *assistance* of the *fisher* to *ensure* his safety down the *descent*. The *patients* bore the pain with *patience*, though I saw it in every *lineament* of their features.

at tend'ants	at tend'ance	ex cept'	as sist'ants
prints	prince	as sist'ance	de scent'
def'er ence	dif'fer ence	dis sent'	en sure'
al lu'sions	il lu'sions	in sure'	mus'sul man
fis'sure	fish'er	mus'cle	ad vise'
pa'tients	pa'tience	ad vice'	proph'e cies
lin'i ment	lin'e a ment	proph'e sy	ac cept'

LESSON 30.

pe ti'tion	leg'a cy	gen teel'	vi'o late
par ti'tion	re coil'	ex er'tion	ex trem'i ty
ar ti fi'cial	ac cord'	van'ish	in'va lid
gen'ial	not'ing	rapt'ure	dim'ples
i den'ti ty	el'e ments	a vailed'	sus'te nance
de lir'i um	re laxed'	dis patch'	an tic'i pate
draft'ed	rev'e nue	ob'vi ous	re quire'ment

LESSON 31.

ward'en	re prieve'	ag'gra vate	ig nore'
sub sist'	pal'try	de creed'	pro found'
stanch	pin'na cle	i den'ti fy	mil'i tant
prow'ess	be nign'ly	des'ti ny	can'di date
en'sign	en su'ing	realm	des'tined
prai'rie	le'gion	bran'dish	re served'
pros'pect	u'ni form	drought	min'a ret
trans'it	par'a chute	proc'tor	mis'cre ant

LESSON 32.

Botany treats of the principal facts of plant-life. It tells where and how plants grow. It classifies them, and shows their structure and the functions of their parts. The study of botany is best commenced with the careful observation of the different parts of living plants, their position and arrangement in reference to one another, and their uses.

LESSON 33.

rai'ment	bis'cuit	am bi'tious	pop u lar'i ty
rep'tile	roy'al ty	spec'i men	dur'ing
vol'un ta ry	im pres'sion	hos pi tal'i ty	in clined'
wind'ing	dis'mal ly	slouched	pro posed'
in'tri cate	mut'ter	mourn'ing	ap pro pri a'tion
limp'ing	cap'i tal ly	im pa'tient	re past'
dis tract'ed	crack'er	roast'ing	in cred'u lous
sus pend'ed	silk'en	stead'ily	pre pos sess'ing
com'post	mo'tor	ti a'ra	dis cur'sive

LESSON 34.

an nounce'	cav'ern	chid'ing	re mind'ing
de mure'	pro ces'sion	bruised	re vive'
re volved'	liq'uid	fleet'ing	ra vine'
re bate'ment	a void'ing	lev'eled	pet'u lant
re an'i mate	in flect'ed	do main'	dan'de li on
re served'	ex ult'ing	pac'i fy	pro gress'ing
ran'dom	re leased'	spite'ful	mi gra'tion
con versed'	se'cret ly	ca ressed'	in ge nu'i ty
hid'e ous	cov'ert	em'bers	clam'ber ing
trel'lis	hy'brid	im'print	or're ry

LESSON 35.

In *conclusion*, he said, "I have come to this *conclusion*." A *flourish* of trumpets *announced* the *conclusion* of the *contest*. The argument was *conclusive*, and the evidence is *conclusive*, *allowing no contradiction*. Hear the *conclusion* of the whole matter.

con clu'sion	de cis'ion	o pin'ion	de ter mi na'tion
in'fer ence	de duc'tion	end'ing	ter mi na'tion
con clu'sive	de ci'sive	par'a graph	ev'i dent
ag'i tat ed	ex pres'sion	re search'	bev'er age

LESSON 36.

John *had gone to bed*. He *retired* from the room. He had *sinewy* hands and *brawny* arms. The *building* was *consumed by fire*. We had *consumed* all our *provisions*. "Let thy *aim* be *high*."

re tired'	with drawn'	sub scrip'tion	res o lu'tion
fla'vor	con sume'	pow'er ful	de part'ment
in e'bri ate	drunk'ard	in tox'i cate	spe'cial ty
pos'i tive ly	e merg'ing	do mes'tic	vague
in def'i nite	ap pli ca'tion	toil'some	sti'pend

LESSON 37.

plun'der	nu tri'tious	hard'ship	pre vailed'
lus'trous	flour'ish ing	en'vied	im pu'ri ty
cul'prit	note'wor thy	ver'tic al	nour'ish ing
spec'u late	bank'rupt	an nounce'	plan ta'tion
crush'ing	char'coal	stew'ard	ac cord'ing ly
en er get'ic	pre tends'	de vise'	at'tri bute
de plor'a ble	var'nish	in flict'ing	pit'i a ble
trav'erse	ex ploit'	pal'a ta ble	rec'om pense

LESSON 38.

It *projects'* over the sidewalk. The tall tree *projects'* a shadow across the yard. "You *propose* many *proj'ects*, but none seem *practicable*." After *conviction* he was sentenced. My *conviction* is, that the peace is futile. In *con'trast* to this are the words of Webster. The *con'trast* is remarkable. *Contrast'* the oak with the elm.

pro ject'	dis posed'	ob liv'i on	com par'i son
pro trude'	reck'on ing	de fi'cient	cal cu la'tion
des'ti ny	con'trast	nu'tri ment	an tag'o nism
state'ly	ma jes'tic	me mo'ri al	con tra dic'tion
scheme	de sign'	con vic'tion	an tic i pa'tion

LESSON 39.

por'ridge	an'them	swin'dle	com mu'ni ty
leg'a cy	ret'i nue	cir'cu late	an tic'i pate
tra di'tion	pat'ron ize	en count'er	sales'man
sten'cil	ri'ot ous	de ride'	trans gress'
con trive'	be fall'	man'sion	com mod'i ty
re cep'ta cle	be quest'	cleansed	pon'der ous
be tide'	pos ter'i ty	for bear'	am mu ni'tion
cen'tu ries	post'ure	en treat'	com mon wealth'

LESSON 40.

re sort'ed	ex trem'i ty	de voured'	re in force'
med'i tate	prob'lem	wrought	prim'i tive
con trive'	pro pel'ler	com'plex	u nan'i mous
pro mote'	in'sti tute	be reft'	vig'i lance
ob'vi ate	sub vert'	boun'ty	man i fold
o'ral ly	be lat'ed	de vot'ed	mi rage'
em'e rald	i den'tic al	dis as'ter	cease'less

LESSON 41.

I *won one* wager. The *flue* seemed filled with smoke, and the sparks *flew* out on the hearth. *Ought* I to do *ought* more to *heal* the *breach*? The *breech* of the gun was broken. *Bread* is baked *dough*. He made a *wry* face as he *ate* the *rye* bread. His *discipline* is too *lax*, and he himself *lacks* judgment. Their *rose* trees stand there in *rows*. I *rode* along the *straight* road while he *rowed* through the *strait*. Is the *rite* *right*? I will *write* to find out. He is so *weak* he cannot *read*, his limbs are like a broken *reed*, and he can scarcely live a *week*. *Some* time I will pay you the *sum* due. It was *high tide* when we *untied* our horses. *Hie* to your home. The *seam* *seems* sewed strongly. *Beware* how you *wear* the hose.

LESSON 42. — Review.

con clu'sion	sus'te nance	pet'u lant	prim'i tive
de ter'mine	re priev'e'	fis'sure	lin'e a ment
bank'rupt	mi rage'	pop u lar'ity	as sist'ance
ver'tic al	an tag'o nism	por'ridge	at tend'ants
struct'ure	in'sti tute	ret'i nue	ob ser va'tion
vol'un ta ry	pro trude'	spe'cial ty	an tic i pa'tion
il lu'sions	de fi'cient	ex ploit'	con tra dic'tion
de fer'ence	de duc'tion	in ge nu'i ty	u nan'i mous
proph'e cies	toil'some	bruised	par'a graph
nu'tri ment	en'vied	com'plex	rec'om pense
prac'tic a ble	am bi'tious	pro ces'sion	in cred'u lous
in e'bri ate	dan'de lion	im pu'ri ty	pre pos sess'ing
nu tri'tious	hid'e ous	pal'a ta ble	ap pro'pri ate
sti'pend	vig'i lance	in'fer ence	com mod'i ty
par ti'tion	dis tract'ed	lus'trous	am mu ni'tion
ar ti fi'cial	hos pi tal'i ty	in tox'i cate	sub scrip'tion

LESSON 43.

I will not trust to your *judgment*. The judge pronounced *judgment*. He *invests* in government bonds. The army *invests* the city. What is his *address*? His *address* was greatly admired. He is a person of fine *address*. Did you *address* me?

ac'cess	on'set	vol'ley	dis cern'ment
ad dress'	be siege'	sa gac'i ty	ag gres'sion
sal'ver	judg'ment	pres'ence	pen e tra'tion
as sault'	dis course'	on'slaught	ap pear'ance
ir rup'tion	in vests'	as sail'	dis crim i na'tion

LESSON 44.

re gale'	cus'tom a ry	e lat'ed	lit'er al ly
press'ure	ma ture'	pri va'tion	cor'pu lent
a dult'	u'ni son	cog no'men	rev'e nue
im pos'tor	ex tinct'	de cliv'i ty	quartz
a massed'	em'per or	un couth'	bram'ble
sa lam'	ju'bi lant	for lorn'	trem'bling ly
re fresh'	a ward'	tar'iff	qual i fi ca'tion

LESSON 45.

quick'ens	gleam'ing	trip'ping	un der neath'
pil'fer	fran'tic	mim'icry	la'bor ing
tun'nel	pre'cept	mea'sles	guin'ea
ram'part	mus tache'	dense'ly	fes'ti val
par'cel	poul'tice	buoy'ant	cis'tern
car'tridge	re cruit'	yawn'ing	res'er voir
ar til'ler y	peas'ant	re treat'	switch
case'ment	down'right	squirmed	pro'gramme
ru'bric	pa troon'	is'su ance	mu ta'tion

LESSON 46.

"He *recognizes* with *unspeakable* terror that he is caught in the quicksands. He is *condemned* to that *appalling* interment, long, *infallible*, *implacable*, impossible to *slacken* or to *hasten*, which *endures* for hours, which will not *end*."

sec're ta ry	in ex'or a ble	in ev'i ta ble	un re lent'ing
re lat'ed	om'i nous	dis fig'ure	av o ca'tion
rel'ish	com'ment	por'tent	in ex press'i ble
pit'i less	vague	hoarse'ness	ex tinc'tion
ex pired'	me'di um	re lent'less	un a void'a ble

LESSON 47.

sport'ive	hi lar'i ty	fel ic'i ty	le'ni ent
di'a lect	eq'ui ta ble	last'ing	en ter tain'ing
knave'ish	in dul'gent	laud'a ble	lan'guor
ul'ti mate	affa ble	in an'i mate	saun'ter
in spect'	du'ra ble	mu'ti late	en cum'ber
clam'or ous	vi tal'i ty	mass'ive ly	vo cif'er ate
pique	state'li ness	trans port'	lac'er ate
wed'lock	vin'di cate	pros'trate	nig'gard ly

LESSON 48.

cur tail'ing	sor'did	sig'ni fy	clem'en cy
cha grin'	mit'i gate	mir'a cle	fru gal'i ty
ir res'o lute	diffi dent	mod'er ate	con tempt'i ble
rep u ta'tion	act'u ated	shrink'ing	tur'bu lent
no to'ri ous	va'ri a ble	in con'stant	se di'tious
im pen'i tent	ex pos'ing	un cov'ered	com pli'ant
of fen'sive	bois'ter ous	in flex'i ble	sur viv'ing
in dis tinct'	cal'lous	me thod'ic al	pro pri'e tor
a byss'al	cai'tiff	ac claim'	cor'ru gate

LESSON 49.

"The *drift* of his remarks filled me with *consternation*." The steamship, *disabled*, *drifted helplessly* toward the *lee* shore. Did the police *apprehend the criminal*? I fully *apprehend* all you say. He was trembling with *apprehension*.

de creed'	float'ed	ap pre hend'	so lic'i tude
sus pi'cions	dif'fi dence	trep i da'tion	com pre hend'
el'e gant	branch'ing	tar'get	tre men'dous
con ceit'	swooned	stat'ure	en chant'
with'er ing	san'guine	foi'bles	ten'den cy

LESSON 50.

en ti'tled	be to'ken	tol er a'tion	un de ni'a ble
ne go'ti ate	tem'po ra ry	tre'mor	pal pi ta'tion
skep'tic	con trol'	um'pire	di vulge'
un gain'ly	dis en tan'gle	us'age	com pute'
ver'sa tile	con fute'	sub'ju gate	ap praise'
di ver'sion	ve'he ment	hire'ling	vin'di cate
dis cern'i ble	vis'ion a ry	fa nat'i cal	en thu'si ast
vol'a tile	gid'di ness	af firm'	war'ranting

LESSON 51.

vouched	cor di al'i ty	an i ma'tion	mer i to'ri ous
cir'cum spect	scrup'le	fluct'u ate	tem pest'u ous
op'u lence	te'di ous	las'si tude	ad mo ni'tion
fla'grant	grand'eur	rue'ful	whim'si cal
viv'id ly	de tract'	os ten ta'tion	se clud'ed
de spite'	har'bin ger	ce les'tial	in curred'
vac'il late	myr'i ad	ex'qui site	prec'e dent
dole'ful	lan'guish	in vig'o rate	con'tem plate
a cros'tic	ci ta'tion	ac cli'mate	cat'e chism

LESSON 52.

Shall this be *allowed*? All in favor say "*Aye*." Did he speak *aloud*? His *eye* shone brightly. The horse *balks* as he spies the *box* by the roadside. On the *bier* he was *borne* to that *bourne* from which no traveler returns. *I* have been told that this *bin* holds a thousand barrels of *flour*. He *bored* a *hole* through the *board* and spoilt the *whole piece*. The *soft-billed* and *hard-billed* birds *build* nests. The *boy*, since his *birth*, had never before been in a ship's *berth*. As we passed the light-house *buoy*, by *chance* the *choir* were singing their *chants*. I filled a *quire* of paper with a description of the *cold* place where the steamer *coaled*.

LESSON 53. — Review.

res'er voir	ap praise'	om'i nous	en ter tain'ing
ir rup'tion	en thu'si ast	bois'ter ous	tre men'dous
ap pre hend'	vouched	laud'a ble	dis cern'ment
trep i da'tion	clam'or ous	mus tache'	in ev'i ta ble
sub'ju gate	piqued	on'slaught	pal pi ta'tion
fa nat'i cal	lan'guor	ag gres'sion	con ster na'tion
in dis tinct'	be siege'	re cruit'	sec're ta ry
eq'ui ta ble	buoy'ant	vis'ion a ry	qual i fi ca'tion
no to'ri ous	foi'bles	car'tridge	dis crim i na'tion
am bi'tious	de cliv'i ty	in curred'	mer i to'ri ous
squirmed	ne go'ti ate	ex'qui site	tem pest'u ous
un couth'	ver'sa tile	se di'tious	dis cern'i ble
ex tinct'	grand'eur	vo cif'er ate	whim'si cal
dif'fi dent	vac'il late	in ex'or a ble	prec'e dent
is'su ance	a byss'al	ci ta'tion	cor'ru gate
a cros'tic	cog no'men	ru'bric	cat'e chism

LESSON 54.

On no *account* would I keep my *account* in that bank. He isn't of much *account*. One *account* of the battle *traced* the defeat and retreat to the *disobedience* of orders. The Puritans *established* a colony at *Plymouth*. The claim was well *established*. They were *established* in their faith.

nar ra'tion	con firm'	trans par'ent	ac count'ed
or'gan ize	rat'i fy	trans pire'	con sid'ered
found'ed	en'ter prise	ab bre'vi ate	e numer a'tion
in'sti tut ed	pul'ver ize	ab'di cate	reck'on ing
proved	bil'ious	ab do'men	stealth'i ly

LESSON 55.

crit'i cise	di min'u tive	in car'cer ate	med'dle some
com pos'ure	i den'ti fy	a nat'o my	earth'quake
pen'sive	mod'u late	friv'o lous	mo not'o nous
al ter'nate ly	oint'ment	con cise'	re spon'si ble
pro long'ing	ex trem'i ty	re lax ed'	con vul'sions
dic'tat ed	dis tinc'tion	eu'lo gy	phi los'o phy
de pict'	scru'pu lous	plod'ded	el e ment'a ry
en ter tain'	de claim'	de fault'er	in junc'tion

LESSON 56.

as sur'ance	a noint'	as signed'	ex cess'es
sun'dered	sim'u late	pil'grim age	fig'u rative
sac'ri fic es	tat'tered	e jac'u late	min'is ter ing
com'pli cate	re sound'ing	in spired'	min'i a ture
por'trait	in tent'ly	pho'to graph	re ver'ber ate
en liv'ened	dun'geon	spec ta'tor	mys te'ri ous
con'science	be witched'	dis til'ling	boun'ti ful ly
bar'na cle	cog'nate	ar'rant	pla'gia ry

LESSON 57.

Absolute perfection cannot be expected in this world. The Czar of Russia is an *absolute* monarch. I am *absolutely* certain. He was *absorbed* in study. A sponge *absorbs* water. I made a brief *abstract* of his speech. Did he *abstract* the money from the vault?

a bet'	ar'bi tra ry	ab'so lute	ob se'qui ous
in'sti gate	ser'vile	com plete'	de rog'a to ry
in cite'	grov'el ing	des pot'ic	des'pi ca ble
ab'ject	ab'stract	en grossed'	un lim'it ed
ster'ling	rec're ant	ab scound'	per'emp to ry

LESSON 58.

ab duct'	ab'ro gate	syn op'sis	de fame'
a bol'ish	re frain'	pol'ished	vil'i fy
ab nor'mal	ac crue'	ex cul'pate	fore warn'
co'pi ous ly	as sid'u ous	a nal'o gy	vis i ta'tion
ex on'er ate	at tach'ment	ap'a thy	ap pen'dix
du'bi ous	be guile'	ar'ro gant	re scind'
ad dict'ed	ab stain'	pur loin'	pre fer'ment
in cin'er ate	for bear'	tra duce'	com pen'di um

LESSON 59.

nul'li fy	cu pid'i ty	bom bast'ic	sym'me try
re voke'	san'gui na ry	in trigue'	con spic'u ous
at'ti tude	mu nic'i pal	im pe'ri ous	cor po ra'tion
co er'cion	sa'ti ate	stip'u late	im mac'u late
sur mise'	dis sem'ble	ca rous'al	sub or'di nate
aug ment'	pes'ti lence	ap'er ture	con ject'ure
com pul'sion	ef front'er y	prop'a gate	re pug'nant
ad jure'	ab jure'	co e'val	ce ru'le an
cog ni'tion	baw'ble	phan'tasm	liq'ui date

LESSON 60.

Blue, yellow, red, orange, green, indigo, and violet, are called the *prismatic* colors, because light is *resolved* into these colors when *transmitted* through a *prism*. Sometimes the first three are called primary or *primitive* colors, because all the other colors can be made by mixing these in proper *proportions*.

chief	prin'ci pal	o rig'i nal	tri an'gu lar
cas'ti gate	re duced'	sep'a rat ed	three-sid'ed
quan'ti ties	ac cede'	ac'qui esce	ac cel'er ate
ex'pe dite	ac ces'so ry	dis patch'	ac com'plice

LESSON 61.

es'cort	rec'on cile	at tired'	ac ci dent'al
cas'u al	har'mo ny	con cur'rence	in ci dent'al
ac cord'	fa mil'iar ize	ha bit'u ate	dis pen sa'tion
con sent'	ad journ'	dis close'	con ces'sion
ac cus'tom	rec'ti fy	reg'u late	man'age ment
ac quaint'	ad mit'tance	dis pense'	con tin'gent
post pone'	de cliv'i ty	dex ter'i ty	ad min'is ter
ad just'	ac cliv'i ty	ac com'pa ny	ad min is tra'tion

LESSON 62.

en'ter prise	ad'ver sa ry	ad ver'si ty	con fed'er ate
ac cess'i ble	an tag'o nist	ex pe'di ent	clin'ic al
cre ma'tion	till'age	af fec'tion	ad mo ni'tion
hus'band ry	al le'giance	am'i ca ble	com'plai sant
es trange'	am big'u ous	all'i ment	at tach'ment
co a li'tion	am mo'ni a	e quiv'o cal	ag'ri cult ure
as suage'	re luct'ant	af'fa ble	nour'ish ment
a do'be	ben'e fice	cruis'ing	bar'y tone
a lign'	con serve'	pend'ant	con cav'i ty

LESSON 63.

The *colonel* held a *kernel* of corn in his hand. The *coward* cowered in the corner. The Chinaman's *queue* gave me a *cue* to his nationality. The *dense* crowd made *dents* in the fence. I must place *dependence* on my *dependents*. I will *earn* money to buy the *urn*. Did *you* see the *ewe* under the *yew* tree? She made a *feint* of being *faint*. It was a daring *feat*. The horse has *faults*. I *guessed* who my *guest* was. Did he *haul* it into the *hall*? With a *whoop* like a wild Indian he *rolled* his *hoop* down the *lane* where the cow had *lain* down a moment before. The present *hours* are *ours*. The cook will *knead* the *dough* to make the *new bread* she *knew* we *needed*. The broker *made* a *loan* to the *lone maid*. On account of the *mist* I *missed* the mark. *O!* do I *owe* you for that *ode*?

LESSON 64.—Review.

stealth'i ly	ha bit'u ate	im pe'ri ous	mo not'o nous
ab bre'vi ate	af fec'tion	hus'band ry	e nu mer a'tion
bil'ious	en grossed'	des'pi ca ble	med'dle some
scru'pu lous	in trigue'	per'emp to ry	con spic'u ous
de fault'er	al' i ment	pris mat'ic	ad min is tra'tion
mys te'ri ous	ca rous'al	de rog'a tory	fa mil'iar ize
min'i a ture	be guile'	sym'me try	com'plai sant
fig'u ra tive	ac qui esce'	san'gui na ry	nour'ish ment
be witched'	syn op'sis	ac cel'er ate	am big'u ous
ac ci dent'al	rec're ant	im mac'u late	vis i ta'tion
con ces'sion	pur loin'	grov'el ing	al le'giance
e quiv'o cal	as suage'	con'science	ag'ri cult ure
clin'ic al	cas'ti gate	re scind'	in cin'er ate

LESSON 65.

He *found* that the *strange appearance* of the *sky* indicated a *cyclone*. Our *posterity* will *wonder* at this *calamitous event*. The seven *wonders* of the world. "*Wonder* is the *effect* of *novelty* upon *ignorance*." His advice has great *weight* with me in such a *weighty matter* as this.

mo ment'ous	be tok'ened	de not'ed	mis cella'ne ous
in'flu ence	mar'vel	prod'i gy	ca tas'tro phe
a maze'ment	ques'tion	sub'ject	de scend'ants
im por'tant	del'i ca cy	as cer tain'	phe nom'e non

LESSON 66.

cres'cent	sol'ace	dis ci'ple	pred e ces'sor
ex'er cised	con tri'tion	pheas'ant	ad u la'tion
phi los'o phize	col'lo cate	re ver'sion	lap'i da ry
blas'phe my	cyl'in der	pha'lanx	pro pi ti a'tion
syr'inge	pro ba'tion	col'an der	sus cep'ti ble
dis cre'tion	pro fi'cient	in trigue'	sub mis'sion
con vul'sion	pub lic'i ty	ces sa'tion	sig nif'i cance

LESSON 67.

id i o mat'ic	rhet'o ric	fur'lough	cat'a logue
con ven'tion	di'a logue	in veigh'	i de'al ized
rheu'barb	col'league	ar'ro gance	dim i nu'tion
dec'a logue	men'di cant	in fu'sion	pict ur esque'
gro tesque'	sem'i na ry	tu i'tion	rheu'ma tism
pug na'cious	se clu'sion	re trieve'	con signed'
o bit'u a ry	ten'sion	con ceit'ed	ap pre hen'sion
de fi'cien cy	e ras'ure	fab'u lous	per pen dic'u lar
co ag'u late	con geal'	as phalt'	shroud'ed
tract'ile	war'ren	tis'sue	yearn'ing

LESSON 68.

"*Melting* with compassion, as the snow *melts* in the sun." I took a *conveyance* to Worcester. He made a *conveyance* of the property. An *acute* pain shot through my *vitals*. He is *acute* enough on matters of *vital* importance.

soft'en	mag a zine'	in tense'	sa ga'cious
liq'ue fy	ju'bi lant	mor da'cious	dis cern'ing
trans fer'	deed	es sen'tial	lab'o ra to ry
poign'ant	dart'ed	ma gi'cian	con vey'ance

LESSON 69.

ju di'cious	na tiv'i ty	quack'er y	sac'ra ment
ju'gu lar	tax'i der my	rad'i cal ly	sac ri le'gious
lab'y rinth	pal i sade'	wa'ri ly	mag'ni fy
tact'u al	quer'u lous	ran'sack	pal'sied
tab'u late	ul ti ma'tum	ul'cer ate	taw'dry
un e'qualed	vac'ci nate	unc'tion	ran'cor ous
ob'se quies	joint'ure	wam'pum	vac'u um
un'guent	na'sal	lar'ce ny	mag nan'i mous

LESSON 70.

mag'ni tude	la con'ic	mag net'ic	lat'i tude
ne go'ti ate	nerv'ous ly	ne fa'ri ous	ped'i gree
ob scu'ri ty	tom'a hawk	ap'o plex y	ob lit'er ate
qua'ver ing	rapt'ur ous	pal'li ate	quan'da ry
sal'low	um'pire	ra pac'i ty	un der rate'
taint'ed	val e dic'to ry	tac'tics	wan'ton ness
whim'per	val'en tine	vag'a bond	a pos'tate
whirl'pool	whim'si cal	va'grant	whorled
zo'di ac	yacht'ing	war'rant ed	ob lique'
best'ial	di'et a ry	be set'ting	brin'dled

LESSON 71.

The *druggist* said the climate was not *healthful*, and I had better take *quinine* to *guard against* the *miasma*. The *spectre* advanced with *stealthy tread*. You must take some *recreation*. A *decorous* dress.

a poth'e ca ry	laud'a bly	tar'nished	ca pit'u late
U ni ta'ri an	re lax a'tion	slov'en ly	ca dav'er ous
sa lu'bri ous	ma la'ri a	cam'phor	ap pa ri'tion
de co'rous	suit'a ble	reck'less	par'a mount
scru'ti nize	den'i zen	sal'u ta ry	U ni vers'al ist

LESSON 72.

a cous'tics	fed'er al	ap pren'tice	up braid'
sa'pi ent	ba rom'e ter	up hol'ster	san'i ta ry
pan o ra'ma	lat'tice	fas tid'i ous	con'di ment
fau'cet	lon gev'i ty	bel lig'er ent	bom bard'
bar'be cue	cham'pi on	can'celed	lau'da num
lep'ro sy	de gen'er ate	ma nip'u late	cap'stan
de crep'it	del e ga'tion	car'bun cle	del e te'ri ous
flip'pan cy	fi nan'cial	fil tra'tion	gar'ru lous

LESSON 73.

u nique'	ur'gen cy	ar'chives	ap prox'i mate
pan'to mime	par'a lyze	par'a graph	fer men ta'tion
bill'iards	fea'si ble	bar'na cle	bi tu'mi nous
ma lig'nant	ma neu'ver	lynch'ing	sanc ti mo'ni ous
car bon'ic	de duc'tion	man'a cled	ma lev'o lent
flu'en cy	gaug'ing	can'ni bal	cap'i tal ist
ma raud'er	mas'cu line	fluct'u ate	rat i fi ca'tion
be stow'	mas'ti cate	gen e al'o gy	nav i ga'tion
cap'ti vate	par'a phrase	ra'tion al	gen'er al ize
gra da'tion	gor'mand	nau'seous	nic'o tine

LESSON 74.— Words used in Geography.

pen in'su lar	isth'mus	moun'tains	par'al lel
lon'gi tude	an tip'o des	ant arc'tic	pla teau'
hem'i sphere	Cau ca'sian	ze'nith	di am'e ter
Mon go'li an	cat'a ract	gla'ciers	ar chi pel'a go
af'flu ent	bay ou'	prai'rie	prom'on to ry
car'di nal	est'u a ry	la goon'	cas cade'
trop'i cal	com mer'cial	vol ca'noes	E thi o'pi an
con'flu ence	trib'u ta ry	me rid'i an	cir cum'fer ence

LESSON 75.— Words used in Grammar.

clas'si fy	tran'si tive	pred'i cate	at'tri bute
prep o si'tion	con junc'tion	ad'jec tive	par'ti ci ple
in ter jec'tion	de cline'	con'ju gate	in def'i nite
com'pound	con'so nant	et y mol'o gy	pos sess'ive
clas'si fy	com par'i son	ac cu'sa tive	in ter rog'a tive
su per'la tive	sub junc'tive	aux il'ia ry	pros'o dy
in flec'tion	or thog'ra phy	pro'noun	re flex'ive
mas'cu line	ob jec'tive	el lip'sis	a nal'y sis
co ör'di nate	syn'the sis	ad'verb	de mon'stra tive

LESSON 76.— Words used in Arithmetic.

nu mer a'tion	quo'tient	con sign'ment	a poth'e ca ries
in vo lu'tion	i sos'ce les	al'i quot	hy poth'e nuse
di ag'o nal	re cip'ro cal	ci'pher	can cel la'tion
mul'ti pli er	so lu'tion	ne go'ti a ble	per pen dic'u lar
e qui lat'er al	bro'ker age	prop o si'tion	men su ra'tion
de nom'i nate	an te ced'ent	re duc'tion	sig nif'i cant
prom'is so ry	e qual'i ty	in'te gral	av oir du pois'
ma tu'ri ty	min'u end	hor i zon'tal	en dorse'ment
du o dec'i mal	lin'e ar	mul'ti ple	con'se quent
li a bil'i ty	ex po'nent	al'ti tude	an nu'í ties

LESSON 77. — Products of the Earth.

to bac'co	pine'ap ple	caout'chouc	this'tles
larch	co'coa nut	hem'lock	ma hog'a ny
cy'press	syc'a more	ba na'na	sar sa pa ril'la
pe can'	mag no'li a	cin cho'na	per sim'mon
ap'ri cot	pal met'to	as par'a gus	ip e cac u an'ha
lic'or ice	let'tuce	tap i o'ca	dah'li a
phlox	spear'mint	sor'ghum	pump'kin
hys'sop	su'mach	sas'sa fras	ru ta ba'ga
spin'ach	hol'ly hock	mign on ette'	mul'lein
li'chen	mis'tle toe	gut ta per'cha	traj'a canth
cay enne'	pen ny roy'al	fusch'si a	mul'ber ry
tur'pen tine	ma guey'	cac'tus	log'wood
cel'er y	colt's'-foot	in'di go	plan'tains
cas'sa va	cin'na mon	nut'meg	mush'rooms

LESSON 78. — Review.

rheu'ma tism	poig'nant	ca dav'er ous	ip e cac u an'ha
in trigue'	un'guent	par'a mount	et y mol'o gy
pict ur esque'	sac ri le'gious	fi nan'cial	an tip'o des
col'league	ju di'cious	lau'da num	Cau ca'sian
dis cre'tion	al'i quot	del e te'ri ous	ant arc'tic
pha'lanx	fur'lough	gaug'ing	pla teau'
con vul'sion	gro tesque'	par'a phrase	quo'tient
pro fi'cient	a cous'tics	av oir du pois'	hy poth'e nuse
de co'rous	su per fi'cial	at'tri bute	mis cel la'ne ous
i sos'ce les	bi tu'mi nous	aux il'ia ry	sanc timo'ni ous
sa ga'cious	sa lu'bri ous	caout'chouc	i de'al ized
trib'u ta ry	af'flu ent	den'i zen	mor da'cious
tax'i der my	tact'u al	joint'ure	col'lo cate
taw'dry	ped'i gree	whorled	e ras'ure

LESSON 79.

I *paced* the distance to the *pier*. Webster was any man's *peer*. *Paste* will cause paper to *stick*. *Rest* in *peace*. No *one* shall *wrest* thy kingdom from thee. I *pray* you, do not allow your soldiers to *prey* on my property. He *pried* off a *piece* of the *ceiling*. *Sealing* with *pride* the document, he offered it as a *prize* to him who *raised* the best corn. He *razed* his house to the ground. We were in the *scull* when I injured my *skull*. It is *sheer* nonsense to *shear* so close to the skin. He *sighed* deep *sighs*. He saw the *size* of the *viol*. The *tide* was ebbing, but the boat was *tied* fast to the *stake*. The *vile* wretch will *wade* to the boat. It *weighed* a *ton*. This was on the side of the *vial*.

LESSON 80.

en am'eled	sun'dry	en croach'	super an'nu ated
pro pen'si ty	re plen'ish	u surp'ing	pre cip'i tate
rep'ro bate	in trep'id	ham'let	re en force'
in sur'gent	su'pine	char'ter	win'now ing
in spi ra'tion	ru'mi nate	me'te or	clem'en cy
e rad'i cate	un'du late	es chew'	im mu'ni ty
in tol'er a ble	squal'id	slant'ing	vouch safe'

LESSON 81.

mal e dic'tion	parch'ment	scur'ril ous	de lin'quent
per'pe trate	dy'nas ty	ur ban'i ty	en dow'
ep'i taph	de cid'u ous	im plic'it	en joined'
a e'ri al	ex ca va'tion	nu'cle us	lin'e age
vol'a tile	in cip'i ent	ser'ried	am bus cade'
squad'ron	junc'tion	pre cis'ion	pre con cert'ed
tres'tle	was'sail	tre pan'	tur'pi tude

LESSON 82.

A *severe* storm was *howling* through the rigging. His nature was *severe*. He inflicted a *severe* punishment. Your bill is *unsettled*. The coffee is *unsettled*. My opinion is *unsettled*. I *offer* fifty per cent, to be paid when the note *matures*. He was *mature*.

com plet'ed	rec're an cy	car'ni val	de vel'oped
doc'ile	pre pared'	for tu'i tous	se cret'ive
smoul'der	tract'a ble	con verge'	man'age a ble
dis port'ed	ex pe'di ent	dis'count	in dorse'ment

LESSON 83.

con done'	a bate'ment	de ri'sion	ob liv'i ous
an'gu lar	par'ri cide	tri bu'nal	vague'ness
em'is sa ry	sig'nal ize	as perse'	ob'lo quy
rat'i fy	co los'sal	me'ni al	bur'nished
en shrined'	frus'trate	e lab'o rate	eu lo'gi ums
e'go tism	pro phet'ic	se ces'sion	in'cre ment
ex ac'tion	pa rade'	birth'right	per ti na'cious
cov'ert ly	dis par'i ty	stu pen'dous	pro vin'cial

LESSON 84.

e qua nim'i ty	un wont'ed	cen trif'u gal	sub lease'
dwin'dled	cau'li flower	e gre'gious	ar'ma ment
cat'e go ry	de lir'i ous	flus'tered	ger'mi nate
jo cose'ly	ei'der-down	fra'ter nize	glad'i a tor
de lin'e ate	for'mid a ble	gib'ber ish	tinct'ure
ges tic'u late	gey'ser	mor'phine	in flam ma'tion
chiv'al ry	sculp'tor	tac'i turn	sub ter ra'nean
mu'cil age	ste're o type	re doubt'	in su'per a ble
pe ru'sal	pre cur'sor	e jac'u late	im ped'i ment
bi'ceps	bi'cus pid	mo ni'tion	spo li a'tion

LESSON 85.

"Famine shall *devour* him." What *disposition* did he make of his property? "When he heard this he was filled with *concern*'." "That is none of your *concern*'." "The *concern*' went into bankruptcy." Iron *contracts*' as it cools. Did you make a *con'tract*? The *con'verse* of the proposition is true.

in fe lic'i ty	an ni'hi late	so lic'i tude	crys'tal ize
dis pos'al	con verse'	re verse'	ca the'dral
pul'ver ize	re ver'ber ate	re sound'	cor po ra'tion
in ter sect'	pat'ron age	el e va'tion	cor re spond'

LESSON 86.

ar mo'ri al	bar ri cade'	car'da mom	ar o mat'ic
car'i ca ture	ef fem'i nate	dem'a gogue	de mar ca'tion
de mur'	fruit'age	glyc'er ine	ef fer vesce'
fraud'u lent	fu ne're al	grav i ta'tion	gra tu'i tous
gon'do la	cen ten'ni al	sci en tif'ic	gar'ri son
oc ci dent'al	vin'di cate	cer'ti fy	pe ri od'ic
fet'lock	in form'ant	ex punge'	e clipsed'
a'flu ence	re cip'i ent	pal'pa ble	pyr'a mid

LESSON 87.

ab di ca'tion	con'fis cate	pes ti len'tial	hi e ro glyph'ic
sym'pho ny	in'di gent	vas'sal age	leg i bil'i ty
tra di'tion al	cha rades'	mu'ta ble	stu'pe fy ing
trib'u ta ry	tract'a ble	per'ju ries	spec i fi ca'tion
hi'ber nate	o ri ent'al	hir sute'	guil'lo tine
grid'i ron	hic'cough	ful'mi nate	ef ful'gence
frus'trat ed	eff'i gies	de o'dor ize	cat'a comb
ar raign'	ar te'sian	cas ti ga'tion	ret'i cent
al ter ca'tion	gym'nast	as sas'sin	pro pi'ti ate

LESSON 88.

The great number of meanings a single word may have, can be seen from the word "*light*." The *light* of day. *Light* of foot. *Light*-hearted. *Light* a lamp. *Light*-minded. A *light* load. *Light* soil. These are not nearly all of its uses. Put words in the place of "*light*" to show the meaning. How many meanings can you give to "*passage*"?

a skance'	sched'ule	en'vi a ble	re lin'quish
rou tine'	col lapse'	in co her'ent	gre ga'ri ous
er ro'ne ous	mass'ive	pas'sage	pneu mo'ni a
kin'dle.	as sert'ive	se lec'tion	re sus'ci tate
ex on'er ate	pan a ce'a	sop o rif'ic	un en cum'bered

LESSON 89.

cham'ois	col'por ter	hem'or rhage	diph the'ri a
stur'geon	ren'dez vous	dy'na mite	di'a phragm
piqu'ant	dys'en ter y	syn'a gogue	phar'ma cy
con ta'gious	in tu i'tion	suc'eu lent	res pi ra'tion
sub'si dy	com po'nent	suc cinct'	du'pli cate
ves'ti bule	so no'rous	ru'di ments	un taught'
sew'age	ac cou'ter	un tu'tored	par e gor'ic

LESSON 90.

an'ar chy	os'cil late	reg'i cide	clan des'tine
vit'ri ol	nar cot'ic	id i o mat'ic	guer ril'la
san'i ta ry	frat'ri cide	res'tau rant	res'o nant
so lil'o quy	pu gil ist'ic	in tes'tines	pil'lag ing
par a sit'ic	stam pede'	pho net'ic	re trench'ment
del'e gate	mes'mer ize	cod'i cil	pre ma ture'ly
vin dic'tive	a zo'ic	ro ta'tion	ther mom'e ter
a wry'	con sign'ing	fu tu'ri ty	be at'i tude

LESSON 91.

A *com'pact* being made, they formed in a *compact* body. This *min'ute* I will make the most *minute'* investigation. Did the judge *convict'* the *con'vict'*? The proceedings were *inval'id*. Will you *compound'* the *com'pound* immediately? A change of *accent* indicates a change of meaning. She is a great *in'valid*.

crit'ic al	in dis posed'	sen ten'tious	par tic'u lar
void	a gree'ment	cov'e nant	con sol'i dat ed
null	di min'u tive	de tailed'	cir cum stan'tial

LESSON 92. — Review.

squad'ron	mal e dic'tion	ges tic'u late	e qua nim'i ty
sop o rif'ic	in spi ra'tion	gey'ser	sub ter ra'ne an
dy'nas ty	pro pi'ti ate	in su'per a ble	su per an'nu at ed
scur'ril ous	in tol'er a ble	tac'i turn	cau'li flow er
nu'cle us	u surp'ing	en shrined'	ste're o type
en joined'	pre cip'i tate	for tu'it ous	pre cur'sor
es chew'	im mu'ni ty	as sert'ive	per ti na'cious
in sur'gent	de lin'e ate	ei'der-down	ob'lo quy

LESSON 93. — Review.

sym'pho ny	guil'lo tine	e clipsed'	dem'a gogue
de o'dor ize	fraud'u lent	re cip'i ent	gre ga'ri ous
car'i ca ture	in fe lic'i ty	pul'ver ize	dys'en ter y
an ni'hi late	sched'ule	re sus'ci tate	so lil'o quy
pneu mo'ni a	piqu'ant	ren'dez vous	guer ril'la
col'por ter	di'a phragm	glyc'er ine	ac cou'ter
suc cinct'	pu gi list'ic	ar rain'	spec i fi ca'tion
par a sit'ic	e quiv'o cal	pes ti len'tial	hi e ro glyph'ic
grid'i ron	hir sute'	vit'ri ol	ef fer vesce'
fu tu'ri ty	a skance'	a zo'ic	con sign'ing

LESSON 94.

A simple word or root is a word in its simplest form. A compound word is made up of two or more words. A derivative word is made by uniting a prefix or a suffix with a simple word. Sometimes compound words are written with a hyphen, as "rail-road," and sometimes they stand like a simple word and seem to have grown together, though there may be a difference in meaning when used as two words or as one, *e.g.*, "The crow is a black' bird' but not a black'bird." The two words when united lose one of their accents.

LESSON 95.

rain'bow	fore'lock	shoe'mak er	un'der brush
broad'ax	break'fast	ev er last'ing	hand'ker chief
way'lay	blue'bell	hand'maid	Eng'lish man
wash'tub	tomb'stone	gen'tle man	fowl'ing-piece
hol'i day	watch'word	pick'pock et	heart'rend ing
tell'tale	sail'or-boy	book'-keep er	grand'fa ther
ill-will'	scare'crow	draw'bridge	ser'vant-man
mid'day	dare'-dev il	bum'ble-bee	mer'chant-tai'lor

LESSON 96.

sun'beam	boat'man	else'where	wa'ter-me ter
ink'stand	day'-break	ash'-tree	sis'ter-in-law
work'man	straight'way	dark'-eyed	light'house
bride'groom	with draw'	fire'side	old-fash'ioned
let'ter-box	house'top	un der neath'	fort'night
saw'-mill	house'wife	steam'-boat	ros'y-cheeked
red'coat	sports'man	o ver whelm'	moth'er-in-law
hand'spike	thun'der-bolt	po lice'man	carv'ing-knife

Tell the meaning and composition of each word, *e.g.*, gentleman, a man who is gentle.

LESSON 97.

Create means *to make or to produce*. Created means *did make*. Creating shows the act continuing or repeated. Creator indicates the one who creates. Very many different meanings may thus be given to a word by suffixes. From the list given below, form words by adding **-ed**, **-ing**, **-or**, **-er**, or **-ar**, and tell the meanings.

sail	in vade'	ex plore'	pro duce'
bake	ac cuse'	sur vive'	pros'e cute
beg	a venge'	be lieve'	per'se cute
walk	slan'der	nav'i gate	con trib'ute

LESSON 98.

The *engraver* engraved a picture for the *publisher*, so he *informed* me. The *endorser* writes his name on the back of the note.

carve	bor'row	im port'	ex port'
tan	en dorse'	en grave'	pub'lish
glean	sur vey'	in form'	ob serve'
drink	de fend'	ad mire'	re lieve'
grant	de ceive'	in sult'	dis turb'

LESSON 99.

The *photographer* took the *speculator's* picture. My *employer* sent the *beggar* to the *sailor* to find the *doctor*.

hew	re port'	ex cuse'	whit'tle
call	suf'fer	em ploy'	in'sti gate
pave	pre serve'	car'ry	spec'u late
growl	ed'u cate	de vour'	de lin'e ate
preach	in struct'	pre dict'	pho'to graph

The class should form similar lists of words to illustrate each lesson, and analyze other words formed according to the rules.

LESSON 100.

The suffix *-ly*, with a noun, forming an adjective, means *like*; with an adjective, forming an adverb, it means *manner*. *-ness* forms abstract nouns, and means *state, condition, being, etc.*

man ¹	short'ly	god'li ness	ug'li ness
wom'an	dead'ly	ho'li ness	keen'ness
good	home'ly	sharp'ness	rough'ness
dark	drear'y	swift'ness	love'li ness
cheap	up'right ly	bright'ness	fresh'ness

LESSON 101.

Adjectives are formed from nouns by adding *-ful* and *-y*, meaning *full of*, or *pertaining to*.

truth	hill	dread'ful	shame'ful ly
fear	still	greed'i ly	boun'ti ful ly
mind	du'ty	fruit'ful	re proach'ful
fright	meal'y	luck'i ly	will'ful ly
storm	pit'y	mist'i ness	re gret'ful ly
leak	mer'cy	shad'i ness	mould'i ness
trust	luck'y	de light'	pow'er ful

LESSON 102.

The ending *-less* means the opposite of *-ful*, *e.g.*, fear less, *without fear*.

need'ful	need'less	heed'ful	heed'less ly
shame'less	shad'ow	pow'er	mer'ci less ly
rest'less	use'less	grace'less	law'ful ly
guile	rain'less	pen'ny	mon'ey
home'less	shoe'less	soul'less	pain'ful ly

¹ Write all the words in the first column, then add the endings, and tell the meaning and the rule for the spelling.

LESSON 103.

The endings **-able** and **-ible** are sometimes found on words the roots of which are not used as separate words in English. They are also added to many common roots. They mean *may be* or *worthy of*.

move	cor rupt'	col lect'i ble	con tempt'i ble
love	dis pute'	dis tin'guish	in flame'
eat	sup port'	hon'or a ble	dis rep'u ta ble
read	di vis'i ble	de duce'	ad mire'
blame	de scribe'	ap'pli ca ble	mem'o ra ble

LESSON 104.

The roots of these words do not appear separately in English, but the termination has the same meaning as on the last lesson, viz., *may be*, *can be*, or *subject to*.

CAN BE		CAN BE	
mu'ta ble	felt	pos'si ble	done
cred'i ble	be lieved'	ed'i ble	eat'en
leg'i ble	read	port'a ble	car'ried
vis'i ble	seen	teach'a ble	taught
au'di ble	heard	flex'i ble	bent
tol'er a ble	en dured'	vul'ner a ble	wound'ed

LESSON 105.

His disease *can be cured*, but he must eat food *that can be digested*. A ghost *cannot be touched* or *seen*.

pit'i a ble	pre sent'a ble	prac'ti ca ble	fea'si ble
pen'e tra ble	fran'gi ble	pli'a ble	mal'le a ble
sol'u ble	liq ue fi'a ble	in hab'it a ble	pass'a ble
re mov'a ble	nav'i ga ble	per cep'ti ble	sen'si ble
com bus'ti ble	ques'tion a ble	com'pa ra ble	a vail'a ble

Write sentences showing the meanings of the derivatives.

LESSON 106.

Form the comparatives and superlatives of the following adjectives by adding *er* and *est*, meaning *more* and *most*.

good'ly	short	a'ble	bright	true
pleas'ant	dry	com'mon	long	light
home'ly	ug'ly	hot	sick	swift
love'ly	guilt'y	mean	nigh	hand'some

LESSON 107.

The prefixes *un-*, *in-* (*ig-*, *il-*, *im-*, *ir-*), with adjectives or adverbs, and *non-*, *dis-*, *di-*, and *dif-*, mean *not* or *opposite to*.

un truth'ful	un tie'	un wise'ly	in cau'tious
un bolt'ed	im'pi ous	il le'gal	ir reg'u lar
un guard'ed	ir rel'e vant	ir re sist'i ble	un con cern'
in cred'i ble	un cer'tain	dis hon'or	dis graced'
dis lik'ing	dis a'bled	un wit'ting ly	un will'ing
in nox'ious	in fre'quent	in solv'ent	in de'cent
un con'scious	un fruit'ful	un health'y	un hitched'

LESSON 108.

in au'di ble	ir rev'er ent	dis re pute'	dis com posed'
dis claimed'	dis ar ranged'	im mod'er ate	un char'i ta ble
un er'ring	ir ref'u ta ble	in ef fect'u al	im pen'e tra ble
in de fin'a ble	in im'i ta ble	il leg'i ble	il log'ic al
ir rep'a ra ble	un daunt'ed	il lim'it a ble	un change'a ble
dis ap prove'	im prop'er ly	dis cord'ant	in ex haust'i ble
im pa'tient ly	il lib'er al	un a vail'ing	ir re press'i ble
im par'tial	im pass'a ble	ir res'o lute	in cor rupt'i ble
im pos'si ble	un wield'y	un claimed'	im ma te'ri al

These forms may be further changed by the suffixes previously learned, *e.g.*, *unerringly*, *inexhaustibleness*.

LESSON 109.

im ma ture'	in ac'tive	in ar tic'u late	im mal'le a ble
im pen'i tent	in ad'e quate	in ac cess'i ble	im meas'ur a ble
im per'son al	in al'ien a ble	pro pri'e ty	im per cep'ti ble
im pla'ca ble	in clem'ent	ap pro'pri ate	im per fec'tion
im plau'si ble	ir ra'tion al	pru'dence	ir re claim'a ble
im po lite'	ir re spect'ive	pu'ri ty	in com bus'ti ble
in cau'tious	ir re vers'i ble	court'e ous	in ad mis'si ble
in aus pi'cious	in com'pe tent	de filed'	ir re deem'a ble
in ci vil'i ty	for got'ten	dis tract'ed	ir re me'di a ble
in ap'pli ca ble	con sist'ent	doubt'ed	in com pat'i ble

LESSON 110.

ig no'ble	dis or'der ly	dis sim'i lar	dis ad van'tage
un clean'	dis qual'i fy	in com plete'	dis con nect'ed
dis trust'	un sus tained'	in sin cere'	dis in'ter est ed
dis cred'it	in hos'pi ta ble	dis ar ray'	dis pas'sion ate
dis please'	in vi'o late	in of fen'sive	in de pend'ent
dis u nite'	un pledged'	dis af firm'	dis pro por'tion
un stint'ed	dis ap point'	dis con tin'ue	un con cerned'
in dis creet'	dis fran'chise	dis em bark'	dis in fect'ant
un wor'thy	dis or'gan ize	dis em bod'ied	dis coun'te nance
dis be lieve'	dis en gaged'	dis o be'di ent	dis sat is fac'tion

LESSON 111.

An *implacable* person cannot be appeased. His *animosity* is *implacable*. He has an *unrelenting disposition*, and is an *inexorable* judge.

in def'i nite	un re pealed'	in dis'pu ta ble	un scru'pu lous
un mind'ful	in con clu'sive	un prin'ci pled	in con ceiv'a ble
un sal'a ble	in cor rup'tion	un reg'is tered	in de struc'ti ble
un re voked'	in con gru'i ty	in con ven'ient	un pre tend'ing
in de co'rum	in du'bi ta ble	in con test'i ble	in dis posed'

LESSON 112.

The evidence was *indubitable*, for *undoubted* facts were presented on *unquestionable* authority. The truth being *undeniable*, it was decided that the clause was *indisputable*.

man	man'ly	man'ful	man'hood	man kind'
wise	manned	man'li ness	man'like	un man'ly
wise'ly	un wise'	wis'dom	un wise'ly	hate'ful ness
hate	ha'tred	hat'ing	hat'er	hate'ful

LESSON 113.¹ — Review.

mist'y	re proach'	sup port'	guilt	com pare'
pow'er	need	au'di ble	home	de scribe'
health	grace	will	dry	hand'some
re gret'	move	ques'tion	a'ble	dis tin'guish
boun'ty	cor rupt'	sense	truth	vul'ner a ble
harm	col lect'	good'ly	pass	pleas'ant
shad'y	con tempt'	re pute'	ap ply'	com'mon
pit'y	flame	a vail'	du'ty	pen'e trate
pledge	doubt	civ'il	wield	or'der

LESSON 114. — Review.

sight	con'scious	le'gal	de'cent	con'gru ous
cred'i ble	pi'ous	hon'or	ef fect'	cau'tious
de fine'	fre'quent	solv'ent	log'ic	reg'u lar
re pair'	pa'tient	health	no'ble	will'ing
prop'er	re press'	ex haust'	like	cord
de stroy'	clem'ent	im'i tate	err	change
fruit	re verse'	en gage'	guard	mild
hitch	mind	bolt	wise	com pre hend'

¹ The pupil should, from these words, make the words on the last six pages; e.g., *navigate*, *navigator*, *navigable*, *unnavigable*.

LESSON 115.

-en, ending an adjective, means *made of* or *like*; ending a verb, it means *to make*. **-ous** and **-ose** imply *full of*, *having*, or *inclined to*.

earth'en	sweet'en	height'en	black'en
wood'en	hard'en	hu'mor ous	can'cer ous
ver bose'	com'a tose	far i na'ceous	pug na'cious
clam'or ous	ar bo're ous	fa ce'tious	cour'te ous
lu'min ous	mi rac'u lous	ma li'cious	anx'ious
tim'or ous	short'en	gold'en	os ten ta'tious

LESSON 116.

Banishment from home is a severe punishment. The **entertainment** with its accompaniment of music was delightful. **-ment** means *the act of*, *that which*, or *condition of being*.

a dorn'ment	a mend'ment	ad vance'ment	be wil'der ment
aug ment'	ar raign'ment	be stow'ment	command'ment
ful fill'ment	ar range'ment	ap point'ment	de vel'op ment
re tire'ment	won'der ment	con fine'ment	meas'ure ment
en dow'ment	re fresh'ment	ac quire'ment	em bel'lish ment

LESSON 117.

The suffixes **-age**, **-ance**, **-ancy**, **-ence**, **-ency**, **-ion**, and **-ure**, mean *the act of*, *the state of being*, *being*, *that which*, and sometimes *place*.

bond'age	de liv'er ance	ex hi bi'tion	main'te nance
us'age	ex pect'an cy	par'son age	in de pend'ence
cour'age	an noy'ance	brill'ian cy	de spond'en cy
va'can cy	poign'an cy	in her'it ance	re mem'brance
tend'en cy	di gres'sion	vas'sal age	pat'ron age
pres'ence	con niv'ançe	fre'quen cy	con sist'en cy

LESSON 118.

ex haust'ion	ac cord'ance	por'ter age	re mon'strance
con triv'ance	com pli'ance	po'ten cy	for bear'ance
e mer'gen cy	pil'grim age	ig'no rance	vi bra'tion
lam en ta'tion	di gres'sion	mu ti la'tion	post'ure
re bell'ion	re tal i a'tion	re duc'tion	con vic'tion
de jec'tion	em u la'tion	ap pli'ance	re li'ance
suf fer'ance	al li'ance	in struc'tion	mod i fi ca'tion

LESSON 119.

The endings **-an, -ar, -ard, -er, -ian, -ite, -or, -eer, -ner, -ster, -yer, -zen,** (and **-ant** and **-ent** when they form nouns), signify, *one who, skilled in, or pertaining to.* **-ant** and **-ent**, forming adjectives, mean *having or being.*

as sist'ant	pru'dent	con sist'ent	Eu ro pe'an
as sail'ant	ad her'ent	re pub'lic an	his to'ri an
in form'ant	de po'nent	par tic'i pant	drunk'ard
re spond'ent	stu'dent	es'say ist	el'o quent
oc'cu pant	re cip'i ent	form'al ist	pes'ti lent

LESSON 120.

A person may have a *well-founded confidence* (assurance) in himself, but if he loses his sense of *propriety*, his *assurance* becomes mere *impudence* and *shamelessness*.

in'di gent	ef fi'cient	lux u'ri ant	de fraud'er
tur'bu lent	auc tion eer'	mu si'cian	car'ri er
cred'i tor	mu nif'i cent	ar'ti san	fa'vor ite
cit'i zen	saw'yer	pet'u lant	flor'ist
dis cord'ant	song'ster	art'ist	part'ner
gov'ern or	team'ster	Is'ra el ite	lu'nar

LESSON 121.

In my *boyhood* I desired a *clerkship*. My *scholarship* was very good, and the *widowhood* of my mother compelled me to seek a *livelihood* for myself. The endings **-dom, -hood, -ship, and -rie**, mean *position, state of, or jurisdiction*.

friend'ship	mar'tyr dom	hea'then dom	free'dom
king'dom	lord'ship	stew'ard ship	wom'an hood
child'hood	bish'op ric	duke'dom	priest'hood
clerk'ship	earl'dom	knight'hood	la'dy ship

LESSON 122.

The suffixes **-ac, -al, -ary, -ic, -ile, -id, and -ine**, in adjectives, mean *like* or *pertaining to*, and, in nouns, signify *the art of, one who, act of, and place*.

fil'ial	de mo'ni ac	car'di ac	fer'vid
frig'id	tur'gid	rig'id	phys'i cal
re mov'al	cor'di al	a e'ri al	frac'tion al
flex'ile	ro'ta ry	a'vi a ry	stat'u a ry
ra'tion al	mag net'ic	mis'sion a ry	mar'tial

LESSON 123.

Elegiac poetry is *plaintive* and *mournful*, like Gray's *Elegy*. *Pastoral* poetry is of *country* life and *customs*.

e le'gi ac	he ro'ic al	leg'end a ry	an gel'ic al
pe cu'ni a ry	in'fan tile	mu'ral	ver'nal
preb'end a ry	an gel'ic	bo tan'ic al	ca nine'
al'ka line	neu'tral	pri'mal	pas'tor al
pu'er ile	du'al	in firm'a ry	frag'ile
his tor'ic	his tor'ic al	the ist'ic	the at'ric
pec'to ral	bap tis' mal	per'son al	he ro'ic

LESSON 124.

The endings **-cle**, **-icle**, **-et**, **-ette**, **-let**, **-kin**, **-ling**, **-ule**, and **-cule**, mean *little* or *young*, but are sometimes used as a term of *endearment*.

can'ti cle	par'ti cle	cor'pus cle	an i mal'cule
ves'i cle	mol'e cule	glob'ule	tur'ret
flow'er et	cig a rette'	stat u ette'	dar'ling
ea'glet	ring'let	lamb'kin	lan'cet
cask'et	is'let	stream'let	brook'let

LESSON 125.

Rivulet means a small river. It is *usually smaller* than a brook. *Rivulets make* brooks, and brooks *form* rivers.

duck'ling	cov'er let	lord'ling	ar'ti cle
i'ci cle	fer'ule	sap'ling	year'ling
gos'ling	brace'let	lock'et	spher'ule
arm'let	riv'u let	cir'clet	cel'lule

LESSON 126.

The suffixes **-ate**, **-fy**, **-ify**, **-ise**, **-ize**, **-ish**, and **-en**, in verbs, mean *to make*. **-ate**, in nouns, means *one who*. **-en**, in adjectives, means *made of*. **-ish**, in adjectives, means *like* or *somewhat*.

boor'ish	wool'en	re frig'er ate	du'pli cate
man'nish	soft'en	col le'gi ate	grad'u ate
pub'lish	ab bre'vi ate	rar'i fy	ver'si fy
pul'ver ize	fer'til ize	vic'tim ize	crit'i cise
mu'ti late	har'mon ize	fool'ish	blue'ish
brown'ish	pas'tor ate	dark'en	stul'ti fy

Find the roots of these words, give their meanings, and the rules for spelling where the suffixes are used.

LESSON 127.

The suffixes *-ty*, *-ity*, *-ness*, *-ude*, *-tude*, and *-ety*, mean *state of being* or *quality*. *-mony* means *quality of* in some words, *e.g.*, *acrimony*, but in *testimony*, *matri-mony*, *patrimony*, etc., it has different meanings.

in ge nu' i ty	e qual' i ty	gay'e ty	tran quil'li ty
stu pid'i ty	sa ti'e ty	neu tral'i ty	vo cal'i ty
dex ter'i ty	ser'vi tude	round'ness	wea'ri ness
apt'i tude	ma lig'ni ty	for'ti tude	lit'tle ness
va'can cy	ur ban'i ty	mor'bid ness	pli'an cy

LESSON 128.¹

Acrimony means *harshness* or *bitterness*. Thus we say *acrimony of feeling*, or *bitterness of feeling*; but *asperity of temper* is a better expression than *acrimony of temper*. When two words have *similar meanings*, *custom* has often *fixed their connection* with other words, so that they *cannot always* be used *interchangeably*.

ed'it ress	ex ec'u trix	po'et ess	ad min is tra'trix
duch'ess	seam'stress	li'on ess	pro tect'ress
hunt'ress	pre cep'tress	gov'ern ess	au'thor ess
her'o ine	tes ta'trix	act'ress	song'stress

LESSON 129.

The endings *-ive*, *-ory*, and *-atory*, in *adjectives*, mean *able to* or *tending to*; but, in *nouns*, *-ive* means *one who*, and *-ory*, or *-atory*, means *the place where*.

cor rect'ive	de fam'a to ry	re strict'ive	con firm'a to ry
pro gress'ive	per sua'sive	au'di to ry	in ter rog'a tive
in quis'i tive	de lu'sive	de pos'i to ry	ob serv'a to ry
cap'tive	lab'o ra to ry	ex ec'u tive	pre par'a to ry

¹ The suffixes in this lesson denote females. Give them.

LESSON 130.¹

cook'er y	win'some	toil'some	tire'some
witch'er y	home'ward	quar'el some	east'ward
so phist'ic al	glad'some	frol'ic some	game'some
sphe'roid	do nee'	as sign or'	as sign ee'
do'nor	guar an tee'	grant'or	gran tee'
guar'an tor	mort'ga gor	mort ga gee'	lone'some
wea'ri some	ter rif'ic	op'tics	math e mat'ics
her'ald ry	mne mon'ics	Lat'in ism	ma te'ri al ism
hea'then ism	bar'ba rism	pis'ca to ry	bur'den some

LESSON 131.

Make words from the following list by using the suffixes and prefixes already taught.

mu'sic	con sole'	ap point'	flat	ge om'e try
re duce'	de ceive'	child	cit'y	in trude'
at'om	in'ju ry	else	hon'or	frol'ic
fool	lone	rhet'o ric	broad	el'e phant
o'cean	east	town	glad	a rith'me tic
in'fant	man	drug	au'tumn	e con'o my

LESSON 132.

hu'mor	ci gar'	wise	pro ject'	king
in struct'	he'ro	grace	ap pear'	firm
pre pare'	re fer'	duck	quar'el	up
ob serve'	e'go tist	met'al	art	dear
pen'ny	fer'tile	as sign'	drunk	an'gel
au'thor	ed'it	sphere	ar'bor	verse
friend	va'por	re bel'	cord	ob'sti nate
ven'om	re tract'	de part'	beg	kind

¹ Tell the termination and meaning. -ic and -ics, in nouns, mean the science of.

LESSON 133.

The prefixes **a-**, **ab-**, **abs-**, and **de-**, mean *from* or *away from*. **ad-** (written **ac-**, **af-**, **ag-**, **al-**, **an-**, **ap-**, **ar-**, **at-**, **as-**, to make it more easily pronounced before certain consonants) means *to*.

ad join'	ac cede'	as cend'	ad here'
al lot'	de duct'	de scend'	ab solve'
af fix'	al lure'	an nex'	de throne'
ag grieve'	as sume'	ar'ro gate	ap por'tion
ab stract'	de press'	at tract'	ab duct'

LESSON 134.

The prefixes **ante-**, **fore-**, and **pre-**, mean *before*. **ant-**, **anti-**, **counter-**, **contra-**, and **contro-**, mean *opposite to* or *against*.

fore warn'	an'te room	an te pe nult'	an ti spas mod'ic
an'te date	con tra vene'	an ti sep'tic	con tra dic'tion
ant arc'tic	coun ter act'	pre ju'di cate	con tro ver'sion
fore told'	fore run'ner	coun ter mand'	an te me rid'i an
pre ex ist'	pre oc'cu py	pre med'i tate	coun'ter charge

LESSON 135.

The prefix **bene-** means *good* or *well*; **bi-** means *two*, and **bis-**, *twice*; **uni-** and **mono-**, *single* or *one*; **multi-** and **poly-**, *many*; **omni-** and **pan-**, *all*; **tri-**, *three*; and **hemi-** and **semi-**, *half*.

bi en'ni al	ben'e fit	mul'ti form	mon o ma'ni a
ben e fac'tor	u'ni valve	pol y he'dron	pol'y syl la ble
bi cus'pid	mon'o gram	pan'the ism	om ni pres'ent
mo nog'a my	pol'y the ism	hem'i sphere	hem'i cy cle
po lyg'a my	tri'cy cle	bis'cuit	mon'o the ism
tri en'ni al	bi'ped	bi cep'h'a lous	mul ti lat'er al
bis sex'tile	u'ni verse	u'ni son	ben e dic'tion

LESSON 136.

The prefix **circum-** means *around, about*; **sub-** (sometimes written **suf-**, **suc-**, **sup-**, **sug-**, **sus-**), *under, after, up*; **super-**, **supra-**, **sur-**, *above or over*; **trans-**, *across*; **ultra-**, *over or beyond*; **inter-**, *among or between*; and **intro-**, *within, into, or in*.

sus tain'	suc ceed'	sub or'di nate	cir cum ja'cent
suf'fix	sup press'	suc ces'sor	cir cum po'lar
sub'soil	suf fu'sion	sup'pli cate	cir'cum scribe
sus pect'	sus pend'	sug ges'tion	cir cum nav'i gate
sub join'	sub lu'nar	sub port'a ble	cir cum stan'tial

LESSON 137.

Children are *subject* to their parents. A *subordinate* officer may have other officers *subordinate* to him.

sur pass'	in tro duce'	in ter'ro gate	su per nat'u ral
trans fer'	trans gress'	ul tra ma rine'	ul tra mon'tane
in'ter lude	in ter'po late	su per vi'sion	su pra orb'it al
sur round'	sur'cin gle	in ter ven'tion	in ter na'tion al
sur charge'	in tro spect'	in ter med'dle	su pra mun'dane
trans port'	in ter ja'cent	trans at lan'tic	su per a bun'dant

LESSON 138.

Con- (often written **co-**, **cog-**, **col-**, **com-**, **cor-**) and **syn-** (**syl-**, **sym-**) mean *with or together*. **E-** and **ex-** (sometimes written **ec-**, **ef-**) mean *out of or from*.

con tend'	com mand'	syn'tax	co ör'di nate
co öp'er ate	col lect'	ef'flu ence	sym pa thet'ic
con nect'	cog no'men	com press'	con fed'er ate
syn'the sis	syl'la ble	ec cen'tric	cor rec'tion
sym'me try	ex clude'	col'league	cor re spond'

LESSON 139.

"He was *enclosed* as by walls of fire. Dangers *encompassed* him, but, *surrounded* by good angels, he *dispersed* his foes, *dispelled* the *surrounding* clouds, and *overcame* all *opposition*."

re dress'	suff'er ings	sub merge'	re con'quer
per spire'	bi'cy cle	u'ni corn	cir cum vent'
be friend'	en tan'gle	en rapt'ure	su per hu'man
be guile'	in trench'	in dorse'	cir cum'fer ence
con'gre gate	con'flu ence	col'lo quy	pre med'i tate
re main'der	re ad mit'	en no'ble	mo not'o nous
trans fig'ure	in'ter course	be grudge'	su per in tend'

LESSON 140.

a bed'	ov er heard'	mis man'age	non pay'ment
up right'ly	post pone'	un'der hand	un der stand'
up heave'	post'mas ter	out land'ish	non con duc'tor
fore know'	post'man	a wak'ened	mis state'ment
post'age	non'sense	un wise'ly	ov er bal'ance
on'ward	to geth'er	post'script	mis de mean'or
a new'	out'skirts	with drawn'	post mor'tem
o ver act'	fore warn'	mis be have'	out stretched'

LESSON 141.

in'come	for bear'ance	fore tell'	dem'i god
be quest'	dis please'	em balm'	in cau'tious
en ter tain'	in vert'	off'er ings	en'ter prise
ob jec'tion	mal'e fac tor	per force'	per'jure
par take'	oc'cu py	pre dict'	pref'ace
pol lute'	par tic'i pate	ret'ro grade	re'tro spect
re claim'	pel lu'cid	sub'ter fuge	trav'erse
se clude'	re new'al	be moan'	mal treat'ment

These words may be analyzed from the tables, pp. 75, 76, 77.

LESSON 142.

He had a good *excuse* for his conduct, and made an *apology* that amounted to a *vindication*. A line may *circumscribe* a circle. It also *bounds* and *limits* it. Canada *bounds* the United States on the North, and *limits* it in that *direction*, but does not *circumscribe* it. It would sound *pedantic* to say that a fence *circumscribed* a pasture.

vice'roy	a nat'o my	arch an'gel	au to bi og'ra phy
vice ge'rent	a nal'o gy	arch fiend'	o ver whelm'
vis'count	a pol'o gy	au'to graph	ca tas'tro phe
an'arch y	a pos'tro phe	cat'a ract	ul tra-lib'er al
ap'a thy	ar'chi tect	arch bish'op	vice-pres'i dent

LESSON 143.

"On thy fair *bosom*, *silver lake*." "Silver lake" is a metaphor, meaning, *a lake looking like silver*, but the expression, "the lake is like silver," is a simile or comparison.

di am'e ter	par'o dy	en thu'si asm	hy poth'e cate
dys pep'tic	eu'lo gy	hyp'o crite	par'a phrase
eu'pho ny	ep'och	di ag no'sis	pe rim'e ter
ep'i taph	ep'i logue	per i pa tet'ic	e van'gel ist
ep'i gram	ep i cy'cle	di'a gram	hy per'me ter
met'a phor	ep'ode	el lip'sis	met a phys'ics
par'a mount	par'a sol	eu'than a sy	hy per bol'ic al
per i hel'ion	per'i gee	ep i der'mis	met a mor'pho sis
di'a logue	per'i wig	dys en ter'ic	hy per crit'i cal

The meaning of words depends so much on their connection, that sentences should always be given to show that their use and meaning are understood.

LESSON 144. — Nouns used in one form.

en'tails	cat'tle	greens	clothes	draw'ers (clothing)
cal'ends	bit'ters	em'bers	mor'als	ab o rig'i nes
breech'es	alms	as'sets	hatch'es	com'pass es
ar'chives	dregs	goods	eaves	an tip'o des
gland'ers	corps	deer	an'nals	grounds (dregs)
gal'lows	ides	means	a mends'	head'quar ters
bel'lows	lees	dumps	bill'iards	head (of cattle)
nup'tials	news	ash'es	mat'ins	man'ners

LESSON 145. — Nouns used in one form.

odds	wa'ges	snuff'ers	sham'bles	para pher na'li a
tongs	rich'es	ver'min	re ga'li a	spec'ta cles
sheep	thanks	trow'sers	vict'uals	pains (cares)
vi'tals	se'ries	re mains'	ves'pers	pinch'ers
shears	spe'cies	tweez'ers	scis'sors	sail (ships)

LESSON 146.

bank	bark	bee'tle	deck	ball
bear	blade	bill	down	base
brake	butt	board	dear	box
comb	case	can	air	cape
count	com mit'	cleave	bail	club
craft	court	cord	bat	corn
cue	crick'et	crab	card	bit
de sert'	date	crop	dull	cross
ad dress'	dock	shore	saw	seal
rea'son	ten'der	draw	arch	ap par'ent

Give two distinct meanings for each word in LESSONS 146-150 inclusive. Give any other words pronounced the same and spelled differently. Use the prefixes and suffixes, and give the resulting meaning.

LESSON 147.

drill	e'ven	ex act'	fine	fel'on
felt	fig'ure	fawn	hop	firm
foil	flag	file	ear	found'er
blue	foot	fleet	fast	grain
game	gin	forge	hail	grate
grave	fresh	gore	fit	ground
hab'it	green	gross	fair	en ter tain'
drug	fire	hide	eld'er	ex press'

LESSON 148.

host	jet	in'stant	key	jam
kind	lap	just	left	lawn
lay	lean	league	last	like
let'ter	lie	light	nail	mail
main	lock	long	mole	match
mean	march	mass	hue	meal
min'ute	meet	mine	jar	mint
mor'tar	mould	moor	line	nap

LESSON 149.

o blige'	or'der	or'gan	page	rail
palm	pan'el	par'tial	pa'tient	rest
peck	peer	pen	perch	post
pike	pile	pine	pin'ion	rank
pitch	plate	pound	port	pole
por'ter	pu'pil	quar'ter	prune	rear
pump	right	ring	race	sage
rose	row	sack	rock	rent
wear	tart	vault	tire	sto'ry

Do not neglect having sentences written to show that the meanings of these words and their derivatives are understood.

LESSON 150.

smelt	shed	scale	sash	sink
spring	sole	sound	tare	spir'it
stick	steep	stem	tone	stern
suit	still	strain	well	suf'fer
toll	swal'low	table	top	tack
ush'er	ut'ter	till	yard	treat

LESSON 151.—A change of accent changes the meaning.

absent	abstract	accent	affix
august	collect	compact	compound
concert	conduct	confine	conflict
contest	contract	contrast	converse
convert	convict	extract	frequent
import	imprint	incense	object
perfect	prefix	subject	torment
transport	cement	conjure	desert
entrance	invalid	attribute	present
premises	precedent	progress	produce

LESSON 152.

alter	altar	celery	salary
council	counsel	jester	gesture
formerly	formally	capital	capitol
principal	principle	compliment	complement
stationery	stationary	populous	populace
pillar	pillow	courier	currier
confident	confidant	ingenious	ingenuous
statute	statue	arrant	errant
centaury	century	close	clothes
disease	decease	flour	flower
tower	tour	lightning	lightening

A TEST SPELLER,

INCLUDING A GENERAL REVIEW.



LESSON 153. — Parts of the Body.

groin	haunch	thigh	throat
tongue	thumb	wrist	an'kle
fore'head	glot'tis	ep i der'mis	di'a phragm
mid'riff	mus'cles	pleu'ra	sphinc'ter
ab do'men	ar'ter y	cu'ti cle	in tes'tines
met a car'pus	oc'ci put	tra'che a	per i cra'ne um
scap'u la	py lo'rus	scle rot'ic	per i car'di um
tym'pa num	ven'tri cle	ver'te bra	cap'il la ry
tis'sues	sal'i va ry	au'ri cle	mem'brane
œ soph'a gus	cor'pus cle	tho rac'ic	car'ti lage

LESSON 154. — Diseases.

ap' o plex y	jaun'dice	dys pep'si a	oph' thal my
dys'en ter y	quin'sy	la ryn gi'tis	rheu'ma tism
ca tarrh'	car'bun cle	di ar rhe'a	lum ba'go
phthis'ic	diph the'ri a	ma ras'mus	con sump'tion
as phyx'ia	stra bis'mus	neu ral'gi a	hem'or rhage
bron chi'tis	cat'a lep sy	a'gue	tic doulou reux'
ep'i lep sy	er y sip'e las	asth'ma	hy po chon'dri a
pleu'ri sy	hys ter'ics	salt'rheum	hy dro pho'bi a
sci at'i ca	pneu mo'ni a	chil'blains	ty'phoid fe'ver
va'ri o loid	ab'scess	ec'ze ma	an gi'na pec'to ris
mea'sles	scrof'u la	scur'vy	scar la ti'na

LESSON 155.—Products of the Earth.

rhu'barb	bone'set	bul'rush	let'tuce
buck'wheat	al fal'fa	cit'ron	li'chen
rue	plan'tain	al'oe	ban'yan
myr'tle	lau'rel	cy'press	hick'o ry
o'sier	ca tal'pa	hack'ma tack	pep'per idge
su'mac	ma hog'a ny	pal met'to	rai'sin
co'coa nut	rad'ish	ap'ri cot	sar sa pa ril'la
syc'a more	cay enne'	cham'o mile	per sim'mon
spear'mint	to bac'co	spin'ach	ip e cac u an'ha
pump'kin	cu'cum bers	quince	as par'a gus

LESSON 156.—Flowers.

a ca'cia	a can'thus	tube'rose	cal y can'thus
am'a ranth	am a ryl'lis	al'mond	bel la don'na
ar'bor vi'tae	am'e thyst	jon'quail	col'um bine
be go'ni a	as'pho del	va le'ri an	cam'o mile
cac'tus	ca mel'lia	cinque'foil	flow'er-de-luce
car'da mine	daph'ne	he'li o trope	con vol'vu lus
clem'a tis	cen'tau ry	a lys'sum	daf'fo dil
co ri an'der	col'chi cum	a nem'o ne	gen'tian
dahl'ia	cyc'la men	bal'sam	he pat'i ca
ge ra'ne um	giad i'o lus	bur'dock	chrys an'the mum

LESSON 157.—Flowers.

hi bis'cus	a za'lea	tre'foil	ox'a lis
lark'spur	lo be'li a	phlox	por tu la'ca
liq'uor ice	mar'i gold	mag no'li a	mign on ette'
ar bu'tus	lan ta'na	mar'jo ram	pen ny roy'al
mis'tle toe	sax'i fringe	o le an'der	rho do den'dron
pe'o ny	sy rin'ga	pe tu'ni a	steph a no'tis
pol y an'thus	ver be'na	ra nun'cu lus	eg'lan tine
saffron	hy'a cinth	sham'rock	hon'ey suck le
syc'a more	la bur'num	thyme	pome gran'ate
hel'le bore	hys'sop	wis ta'ri a	nas tur'tium

LESSON 158. — Quadrupeds.

heif'er	bi'son	tat'ou ay	hippo pot'a mus
cham'ois	kan ga roo'	jag'u ar	ich neu'mon
badg'er	por'cu pine	o pos'sum	o'ce lot
pec'ca ry	wea'sel	ta'pir	or ni tho rhynch'us
rein'deer	civ'et	o'ryx	ar ma dil'lo
yak	rac coon'	an'te lope	an'te lope-gnu
wol ver ine'	hy e'na	bea'ver	chim pan'zee
quag'ga	aard'-vark	ga zelle'	drom'e da ry
me ri'no	lla'ma	gems'bok	rhi noc'e ros
al pac'a	er'mine	chin chil'la	ca mel'o pard

LESSON 159. — Ornithology.

teal	tou ra'co	o'ri ole	wood'peck er
plov'er	quail	mag'pie	shel'drake
e'meu	par'o quet	chaf'finch	ei'der-duck
ma caw'	lyre'bird	cur'lew	fla min'go
auk	bob'o link	al'ba tross	gyr'fal con
cock'a too	cuck'oo	cor'mo rant	ruffed'-grouse
gos'hawk	haw'finch	pheas'ant	tur'key-buz'zard
pea'cock	or'to lan	pig'eon	par'tridge
pen'guin	os'trich	ptar'mi gan	os'si frage
vult'ure	tou'can	wid'geon	jack'daw

Insects. — LESSON 160. — Reptiles.

but'ter fly	bee'tle	a con'ti as	co'bra de ca pel'lo
wasp	fire'fly	drag'on	bo'a-con stric'tor
moth	bom'byx	bas'il isk	liz'ard
whirl'i gig	ear'wig	newt	rat'tle snake
cock'roach	cro'ton-bug	asp	al'li ga tor
lo'cust	ter'mite	geck'o	cha me'le on
bee	horse'fly	bull'-frog	am phib'i an
hor'net	glow'-worm	croc'o dile	sal'a man der
sphinx	drag'on-fly	tor'toise	toad
crick'et	grass'hop per	ax'o lotl	i gua'na

LESSON 161.—Latin, unchanged.

co'lon	pro vi'so	di plo'ma	pro spec'tus
i'tem	ap pen'dix	o'men	mal'e fac tor
ve'to	tes ta'tor	pec'u la tor	in quis'i tor
bo'nus	me'di um	ed'u ca tor	ver'tex
ful'crum	the'sis	ca'lyx	com pet'i tor
vor'tex	ar'bi ter	vi'rus	ne go'ti a tor
col'or	vig'il	jan'i tor	mem o ran'da
pan a ce'a	sen'a tor	o'men	com pos'i tor
a're a	in struct'or	cir'cus	gym na'si um
nu'cle us	cen'sus	for'mu la	in ves'ti ga tor
spon'sor	mur'mur	con'quer or	mem o ran'dum
gym na'si a	tri bu'nal	scho'li um	sar coph'a gus
liq'uor	ci ca'da	gen'ius	pro gen'i tor
con'sul	suc ces'sor	a re'na	an a lem'na

LESSON 162.

pri'or	sta'tus ¹	nim'bus	a man u en'sis
mi'nus ³	squa'lor ¹	nim'bi	a man u en'ses
ex'tra	vig'or ¹	an'i mus	ides ²
ul'tra	im'pe tus ¹	an'i mi	nones ²
du'plex ³	af fla'tus ¹	a lum'nus	para pher na'lia
an'i mal	glu'ten ¹	a lum'ni	mi nu'ti æ ²
con'clave	an ten'na	lit er a'ti ²	ab o rig'i nes ²
cop'u la	sa li'va ¹	cal'a mus	an i mal'cu lum
stri'a	mil i'tia ¹	cal'a mi	an i mal'cule
stri'æ	in'te rim ¹	cal'cu lus	an i mal'cu la
stra'tum	clam'or	cal'cu li	ap pen'dix
stra'tums	hy'men ¹	a'pex	ap pen'di ces
stra'ta	ra'di us	ap'i ces	ax'is
el lip'sis	ra'di us es	ba'sis	ax'es
el lip'ses	ra'di i	ba'ses	an tip'o des ²

¹ Used generally only in the singular. ² Plural only. ³ Adjective.

LESS. 162: A few of these words have regular plurals.

LESSON 163.

dog'ma ¹	cri te'ri on ¹	hal le lu'jah ²	hy per'bo la ¹
dog'mas ¹	cri te'ri a ¹	le vi'a than ²	hy per'bo le ¹
dog'ma ta ¹	mi as'ma ¹	cin'na mon ¹	hy per'ba ton ¹
e pit'o me ¹	mi as'ma ta ¹	par he'li on ¹	an tith'e sis ¹
e pit'o mes ¹	syn op'sis ¹	par he'li a ¹	an tith'e ses ¹
an a lep'sis ¹	syn op'ses ¹	pha'sis ¹	e phem'e ris ¹
an a lep'ses ¹	em'pha sis ¹	pha'ses ¹	eph emer'i des ¹
a nal'y sis ¹	em'pha ses ¹	ser'aph ²	hy poth'e sis ¹
a nal'y ses ¹	the'sis ¹	ser'a phim ²	hy poth'e ses ¹
a phe'li on ¹	the'ses ¹	au tom'a ton ¹	per i he'li on ¹
a phe'li a ¹	cher'ub ²	au tom'a ta ¹	per i he'li a ¹
e'phah ²	cher'ubs ²	pha'lanx ¹	a pos'tro phe ¹
a men' ²	cher'u bim ²	pha'lanx es ¹	met a mor'pho sis ¹
go'pher ²	cat a lep'sis ¹	pha lan'ges ¹	met a mor'pho ses ¹

LESSON 164.

a qua'ri um ²	he'lix ²	nu'cle us ²	her bif'er ous ⁴
a qua'ri a ²	hel'i ces ²	nu'cle i ²	lu cif'er ous ⁴
ar ca'num ²	her ba'ri um ²	o'a sis ²	o dor if'er ous ⁴
ar ca'na ²	her ba'ri a ²	o'a ses ²	pal mif'er ous ⁴
ca'lyx ²	lam'i na ²	a'li as ²	pes tif'er ous ⁴
cal'y ces ²	lam'i næ ²	al'i bi ²	som nif'er ous ⁴
chrys'a lis ²	lar'va ²	sta'men ²	so nif'er ous ⁴
chry sal'i des ²	lar'væ ²	sta'mens ²	conch if'er ous ⁴
da'tum ²	ma'gus ²	stam'i na ²	plum bif'er ous ⁴
da'ta ²	ma'gi ²	ver'te bra ²	fo lif'er ous ⁴
en co'mi um ²	neb'u la ²	ver'te bræ ²	flo rif'er ous ⁴
en co'mi ums ²	neb'u læ ²	ex or'di um ²	mor tif'er ous ⁴
en co'mi a ²	ex'o dus ²	ex or'di a ²	de sid e ra'tum ⁴
er ra'tum ²	mo men'tum ²	au rif'er ous ⁴	de sid e ra'ta ²
er ra'ta ²	mo men'ta ²	cal cif'er ous ⁴	fer rif'er ous ⁴

¹ Greek, ² Hebrew, ³ Latin, unchanged excepting in a few of the plurals. ⁴ Latin, with ous to denote abundance.

LESSON 165.

frat'ri cide ¹	an'arch y ²	ar is toc'ra cy ²	an i ma'tion ¹
su'i cide ¹	mon'arch y ²	de moc'ra cy ²	os siv'o rous ¹
hom'i cide ¹	dem'a gogue ²	plu toc'ra cy ²	ver miv'o rous ¹
mat'ri cide ¹	syn'a gogue ²	ar mig'er ous ¹	gram i niv'o rous ¹
bi en'ni al ¹	dec'a logue ²	ge og'ra phy ²	ver mip'a rous ¹
cen ten'ni al ¹	cat'a logue ²	et y mol'o gy ²	phi lan'thro py ²
tri en'ni al ¹	mon'o logue ²	ste nog'ra phy ²	mis an'thro py ²
mil len'ni al ¹	pen'ta gon ²	psy chol'o gy ²	ty pog'ra phy ²
sep ten'ni al ¹	hex'a gon ²	phys i ol'o gy ²	lith og'ra phy ²
sex en'ni al ¹	la nig'er ous ¹	phre nol'o gy ²	ich thy ol'o gy ²
per en'ni al ¹	o vip'a rous ¹	or thog'ra phy ²	en to mol'o gy ²
as trol'o gy ²	the ol'o gy ²	my thol'o gy ²	cos mog'ra phy ²
zo ol'o gy ²	tau tol'o gy ²	in fan'ti cide ¹	chi rog'ra phy ²
hep'ta gon ²	au toc'ra cy ²	car niv'o rous ¹	ap pel'la tive ¹

LESSON 166.¹

ac'tu a ry	ar tic'u late	aq'ue duct	am pli fi ca'tion
co'gent	aux il'i a ry	co er'cion	quad rang'le
ex'i gen cy	bi fur'cat ed	ar'a ble	e qui an'gu lar
an'guish	cæ su'ra	au'di to ry	pu sil la nim'i ty
a'que ous	am'a teur	aus'pi ces	su per an'nu at ed
ar tif'i cer	an i mos'i ty	bel lig'er ent	per am'bu late
aus pi'cious	a pe'ri ent	an te ced'ent	an ni ver'sa ry
bib'u lous	ar bo're ous	in cen'di a ry	mag na nim'i ty
de cid'u ous	ar mo'ri al	per cep'ti ble	ar gu men'ta tive
al ien a'tion	ex as'per ate	in al'ien a ble	aug men ta'tion
co a lesce'	in au'gu rate	chan'ti cleer	ex can des'cence
al ter'nate ly	be at'i tude	al ter'na tive	al ter ca'tion
an tique'	ben e fac'tion	am'bu la to ry	an i mad vert'
ar bi tra'tion	cal ca're ous	an'ti quat ed	e qua nim'i ty
arm'is tice	in im'i cal	e man'ci pate	bac cha na'li an

¹ Latin words slightly changed. ² Greek words slightly changed.

LESSON 167. — Latin, with slight changes.

pal'mis try	cen so'ri ous	e quiv'o cate	ef flo res'cence
car nel'ian	cor di al'i ty	ex trin'sic	pri mo gen'i ture
i tin'er ant	eq'ui page	fer ru'gi nous	in dis cerp'ti ble
ab er ra'tion	ex tra'ne ous	ful'mi nate	con cat e na'tion
fal set'to	feb'ri fuge	e gre'gious	far i na'ceous
seg're gate	flam'beau	in a ni'tion	con'flu ence
coul'ter	ig'ne ous	sus cep'ti ble	deg lu ti'tion
de bent'ure	re sus'ci tate	cap i ta'tion	post'hu mous
in ter dict'	suc cinct'	dis crep'an cy	ac cel'er ate
e ques'tri an	cir cu'i tous	cu'mu la tive	ex cru ci a'tion
lon gev'i ty	cor nu co'pi a	am bi dex'ter	den tic'u lat ed
fic ti'tious	suc cumb'	ef fer vesce'	ir ref'ra ga ble
cel'lu lar	de te'ri o rate	cas ti ga'tion	ag'gran dize
con dign'	pret'er ite	ir ra'di ate	in flam ma'tion

LESSON 168.

in trin'sic	ver mi cel'li	pe cun'ia ry	ra ti oc i na'tion
li'bel ous	vo ra'cious	vol'a til ize	sap o na'ceous
squad'ron	unct'u ous	ju ris dic'tion	ven tril'o quist
tinct'ure	nui'sance	lu cu bra'tion	um bra'geous
vi ra'go	con'vo lute	om ni'scient	val e tu di na'ri an
sub pœ'na	col'league	pict ur esque'	sur rep ti'tious
quer'u lous	mel lif'lu ous	per'qui site	con san guin'i ty
ob'se quies	cog'ni zance	sac er do'tal	ad ven ti'tious
suav'i ty	ma neu'ver	pre'sci ence	sub ter ra'ne an
sur tout'	qui es'cence	ob se'qui ous	pro tu'ber ance
un'guent	re sil'i ent	dis sua'sive	in teg'u ment
in veigh'	pos te'ri or	ju di'ci a ry	com plai sance'
ab struse'	as trin'gent	in nox'ious	rem i nis'cence
u nique'	res'er voir	e qui noc'tial	no men clat'ure

LESSON 169.—Greek, with slight changes.

a cous'tics	po lem'ics	met'al lur gy	phar ma co pœ'ia
a'er o naut	phan'tasm	mne mon' ics	phos'phor ous
hy draul'ics	pe dant'ic	tes'sel lat ed	hi e ro glyph'ic
pro'to phyte	mon'ad	a pher'e sis	phar ma ceu'tic
as trol'o ger	as cet'ic	o don tal'gia	prot'a sis
mi'cro cosm	zo'o phite	ceph'al al gy	hy per crit'i cal
di dac'tic	en cyst'ed	pan e gyr'ic	ho mo ge'ne ous
i sos'ce les	ex e ge'sis	pan'to mime	pro'to plasm
eu phon'ic	hi'e rar chy	a mor'phous	an e mom'e ter
soph'is try	par a lyt'ic	he li an'thus	di a pho ret'ic
par'al lax	pe riph'er y	a poc'a lypse	pyr o tech'nics
bar'y tone	schism	chro mat'ics	pyr o lig'ne ous
chrys'o lite	ne'o phyte	con chol'o gy	mis'an thrope
dy nam'ics	par'ox ysm	hy dro stat'ic	an ach'ro nism
le the'an	a nath'e ma	lo gom'a chy	cos mop'o lite
gnos'tics	ste're o type	pen'ta teuch	to pog'ra phy
cyn'o sure	san'he drim	pan'to graph	oph thal'mi a
gy ra'tion	sym'pho ny	mi sog'a mist	a nom'a lous

LESSON 170.

FRENCH.	ITALIAN.	SPANISH.	CELTIC.	GERMAN.
hy mene'al	ban'dit	ar ma'da	brae	la'ger
mi nute'	ban dit'ti	si es'ta	cra'dle	bis'muth
stat'ute	stuc'co	ar ma dil'lo	drudg'er y	feld'spath
joy'ous	dom'i no	pec ca dil'lo	skein	kin'der garten
oph'i cleide	mac ca ro'ni	guer ril'la	glen	zinc
a dieu'	vir tu o'so	va nil'la	cab'in	fuch'si a
bru nette'	vir tu o'si	si er'ra	mot'ley	gneiss
qua drille'	sti let'to	som bre'ro	dru'id	lan'dau
guil'lo tine	fi as'co	punc til'io	sham'rock	meer'schaum
con'tour	pri'ma don'na	flo til'la	knuck'le	quartz
gib'bet	cic e ro'ne	gua'va	bod'kin	waltz
ker'chief	cic e ro'ni	ba na'na	shan'ty	shale

LESSON 171.

GREEK.	LATIN.	ANGLO-SAXON.	ARABIC. ¹
a nal'o gy	cor re spond'en ce	like'ness	mas querade'
ap a thet'ic	in sen'si ble	un feel'ing	al'ge bra
a pos'tle	mis'sion a ry	mes'sen ger	chem'is try
cat'a logue	in'ven to ry	list	ar'a besque
la con'ic	con cise'	short	si roc'co
chron'ic	en dur'ing	last'ing	al'che my
di aph'a nous	trans par'ent	clear	mo'hair
en'er gy	vig'or	strength	az'i muth
mim'ic	im'i tate	ape	naph'tha
e pit'o me	ab'stract	a bridg'ment	ca'liph
eu'lo gize	com mend'	praise	as sas'sin
graph'ite	plum ba'go	black-lead'	tam'a rind
tomb	sep'ul cher	grave	mag a zine'
met a mor'phose	trans form'	change	drag'o man
proph'e sy	pre dict'	fore tell'	sar'a cen
he ro'ic	val'or ous	bold	cof'fee

LESSON 172.¹

ASIATIC.	PERSIAN.	AFRICAN.	DUTCH.	SCANDINAVIAN.
coo'ly	ghoul	fus'tian	be leagu'er	lunch'eon
gong	par'a dise	gi raffe'	wain'scot	slouch
o rang'-ou tang'	cim'e ter	satch'el	frol'ic	taw'ny
man'go	pa sha'	mo roc'co	mo rass'	slaugh'ter
bun'ga low	der'vise	go ril'la	man'i kin	squan'der
cash'mere	di van'	ze'bra	blun'der buss	smug'gle
mus'lin	mum'my	ca na'ry	hol'ster	lar'board
bam boo'	peach	gyp'sy	trig'ger	star'board
ty phoon'	jas'mine	i'bis	i'sin glass	bow'line
serge	gyp'sum	barb	clink'er	tryst
rat tan'	car'a van	guin'ea	ledg'er	bul'wark

¹ A few words are given from different languages, to show the sources of our language, as well as to interest the pupils in its derivation.

LESSON 173.

a pod'o sis	pas'si ble	Bud'dhism	lisle'-thread
por'phy ry	piqu'ant	cog'nac	ar chæ ol'o gy
ac cou'ter	bour geois'	po lo naise'	tep e fac'tion
ap'o thegm	hol'o caust	gon'fa lon	dis sei'zen
strych'nine	sto mach'ic	ar'que buse	bric'-a-brac
syc'o phant	flag' eo let	strat e get'ica	strid'u lous
chan'cer y	yeo'man ry	mat i née	i soch'ro nous
chan de lier'	pur'lieus	in vei'gle	cot y led'o nous
re veil le'	me men'tos	ce phal'ic	av oir du pois'
pass'a ble	bou'le vard	hec'a tomb	bac ca lau're ate

LESSON 174.

rou lette'	guar'di an	sil hou ette'	in trigu'ing
fi nesse'	Pom pei'i	chap'er on	lach'ry mose
schist	pap e ter ie'	am au ro'sis	sperm a ce'ti
cais'son	ple be'ian	phys'i cist	es'pi on age
gher'kin	et'i quette	ha rangue'	con nois seur'
par quet'	biv'ouac	dis ha bille'	tam bour ine'
douche	ric o chet'	pic ca lil'li	re con'nois sance
bay'ou	e mente'	col por'ter	mar'chion ess
plague	sarce'net	sac'cha rine	mil lion aire'
mur'rain	Bed'ou in	chi rur'ger y	quin tes'sence

LESSON 175.

fin'i cal	chi can'er y	bar'be cue	Styg'i an
hy'gi ene	sar'do nyx	hack'neyed	re cog'ni zance
ba rege'	pal an quin'	stan'chion	man'tua-maker
hic'cough	cheq'uers	moc'ca sin	non cha lance'
gla'mour	rhap'so dy	mac'co boy	ex cres'cence
lacq'uer	sor'ghum	ex cheq'uer	mo nas'ti cism
phlegm	tur'quoise	mau so le'um	cham pagne'
vign ette'	trun'cheon	tour'ma line	quar an tine'
ba rouche'	am'e thyst	cham paign'	es cutch'eon

LESSON 176.

seign'ior	Sad'du cee	pneu mat'ic	pa pier-ma che'
e ta gere'	cui ras sier'	seign eu'ri al	su per cil'i ous
cui sine'	at tig'u ous	phy lac'ter y	id i o syn'cra sy
aq'ui line	tour'ni quet	ep i cu re'an	ar chi pel'a go
co te rie'	as a foet'i da	tac ti'cian	brag ga do'cio
souve'nir	im pugn'ing	syn ec'do che	syn'chro nism
par'a chute	em py re'an	sur veil'lance	pri mo ge'ni al
the oc'ra cy	a qua for'tis	clair voy'ant	sub serv'i ent
schis mat'ic	ve loc'i pede	belles let'tres	ka lei'do scope
re cher che'	ren'dez vous	syn od'ic al	el ee mos'y na ry

LESSON 177.

as cet'i cism	cas'u ist ry	si mil'i tude	phle bot'o mize
phthis'ick y	deb o nair'	pseu'do nym	car'da mom
vi ca'ri ous	dam'ask in	ap'o thegm	ad o les'cence
py ri'tes	i ras'ci ble	tau tol'o gy	pal li a'tion
ca cique'	hem'i stich	Hu'gue not	port man'teau
phthi'sis	pu is'sant	py rom'e ter	blanc mange'
in nu en'do	in ter'stice	an ni'hi late	am phib'i ous
cal li'o pe	al le'giance	ser'pent ine	pol y syl'la ble
ca jol'er y	ob scen'i ty	su per fi'cies	ab ste'mi ous

LESSON 178.

ven'ue	ca pouch'	cha grined'	as sign'ment
feoff	car touch'	ver'di gris	a cot y le'don
de voir'	sta lac'tite	dil et tan'ti	da guerre'o type
e quer'ry	stel'la ry	sol sti'tial	al i ment'a ry
scep'ti cism	non pa reil'	fo li a'ceous	cat e chet'i cal
a bat toir'	co ef fi'cient	the sau'rus	ple'ia des
cur'ri cle	coch'i neal	ar rear'ag es	com mut'a ble
bou'doir	rel'i qua ry	ac ces'so ry	a man u en'sis
ga loche'	zoll'ver ein	det o na'tion	caul'i flow er
quas'sia	sen'es chal	æs thet'i cal	com plex'ion

LESSON 179.

am phib'i an	sib'yl line	Ap pa la'chi an	am phi the'a ter
shil la'lah	ar'che type	so'journ er	am phic ty on'ic
cro chet'	bas-re lief'	o po del'doc	ap prox'i mate
os'tra cism	an cho'vy	chi rop'o dist	ap pre'ci a ble
an'eu rism	cap u chin'	an æs thet'ic	bib li o ma'ni a
an'gli cise	dis pelled'	a narch'ic al	ar bit'ra ment
di lem'ma	bdell'ium	cy lin'dri cal	an te di lu'vi an
ap o plec'tic	re sid'u al	cha lyb'e ate	der ma tol'o gy
bel'li cose	an neal'ing	syn'chro nous	mer e tri'cious
styp'tic	cli mac'ter ic	gal li na'ceous	re tic'u late

LESSON 180.

æ'gis	Ir o quois'	bas ti na'do	each in na'tion
Sioux	ar go naut'ic	cat a falque'	mu ci lag'i nous
a thwart'	ar'que buse	ac count'ant	cir cum spec'tion
æ'rie	ster to'ri ous	ap par'eled	ac cou'ter ment
gnome	ep i glot'tis	cur vi lin'e ar	ac qui es'cence
ab'a cus	myr'mi don	ar rain'ment	bal sa mif'er ous
a'cre age	fi du'ci a ry	ac quis'i tive	an thro poph'agi
be nign'ly	al'ien ism	op'ti mism	an'thra cite
con'duit	brougham	de bauch'er y	hy dro cep'h'a lous
ab sinthe'	de mis'a ble	ab sen tee'ism	spe ci al'i ty

LESSON 181.

haut'boy	bouil'lon	ben zoin'	con va les'cence
ab ra'sion	dis fran'chise	es cri toire'	proph y lac'tic
am bro'sial	chal'dron	ath e næ'um	in sa'ti a ble
giaour	av'a lance	caou'tchouc	ac com'pan ist
o'sier	des'ic cate	con'sue tude	as sump'tion
æ o'li an	trous seau'	ac cend'i ble	phys i og'no my
ba zaar'	bra'zier	dis cern'i ble	sten to'ri an
al lu'vi a	co til'lon	di shev'eled	car ti lag'i r
co a lesce'	al lu'vi um	be nig'nant ly	squar rose
ci'phered	a bey'ance	com'mis sa ry	ac an tha'

ENGLISH SYNONYMS.

- Abandon**, *v.*, forsake, desert; relinquish; surrender, yield; resign. *Keep.*
- Abash**, *v.*, confuse, confound, disconcert. *Inspire.*
- Abate**, *v.*, decrease, diminish; moderate, subside; remove, suppress. *Increase.*
- Abdicate**, *v.*, resign, renounce, relinquish.
- Ability**, *n.*, capacity, talent, faculty; power, efficiency. *Inability.*
- Abolish**, *v.*, abrogate, revoke, repeal; destroy, demolish, overthrow. *Establish.*
- Abrupt**, *a.*, rough, rugged; steep, precipitous; sudden, unexpected. *Smooth.*
- Absolute**, *a.*, positive, certain, undoubted; arbitrary, despotic; unrestricted, actual, independent. *Limited.*
- Absolve**, *v.*, acquit, clear; exonerate, release.
- Absurd**, *a.*, ridiculous, nonsensical, preposterous. *Reasonable.*
- Abuse**, *v.*, maltreat, injure; revile, reproach; deceive, cheat. *Use.*
- Abundant**, *a.*, plentiful, plenteous, copious. *Scarce.*
- Accommodate**, *v.*, assist, oblige; adapt, conform; adjust, reconcile. *Disoblige.*
- Acquaint**, *v.*, apprise, inform; communicate, disclose.
- Active**, *a.*, industrious, diligent; agile, lively. *Passive, slothful.*
- Acute**, *a.*, discerning, sagacious; sharp, pointed; intense, poignant. *Dull.*
- Address**, *n.*, oration, speech; direction; dexterity, tact, ability; courtship.
- Adjourn**, *v.*, prorogue; postpone, defer.
- Adjust**, *v.*, regulate, arrange; reconcile, settle; adapt, suit. *Disarrange.*
- Administer**, *v.*, manage, conduct; contribute, supply.
- Admit**, *v.*, allow, confess; receive, let in. *Deny.*
- Advance**, *v.*, proceed; allege, adduce, assign. *Retreat.*
- Adventure**, *n.*, occurrence, incident; casualty, accident; risk, speculation.
- Adverse**, *a.*, opposite, contrary; hostile, inimical, calamitous. *Favorable.*
- Advice**, *n.*, recommendation, counsel; information, intelligence; consultation, deliberation.
- Affect**, *v.*, influence, move; concern, interest; assume, pretend.
- Affinity**, *n.*, kindred, relation; conformity, resemblance.
- Agency**, *n.*, action, operation; management, instrumentality.
- Aggravate**, *v.*, provoke, exasperate; heighten, increase. *Soothe.*
- Agitation**, *n.*, trepidation, excitement; disturbance, commotion. *Calmness.*

- Agree**, *v.*, consent, acquiesce; engage, contract; unite, concur. *Disagree*.
- Agreement**, *n.*, contract, covenant; harmony, unison; correspondence. *Disagreement*.
- Aim**, *v.*, direct, point; aspire, endeavor.
- Allowance**, *n.*, permission, concession; grant, salary; abatement, deduction.
- Ample**, *a.*, plentiful, abundant; spacious, capacious. *Insufficient*.
- Amuse**, *v.*, entertain, divert; delude, deceive.
- Animate**, *v.*, inspire, exhilarate, enliven; urge, impel. *Depress*.
- Appearance**, *n.*, coming, arrival; mien, aspect; semblance, likeness.
- Applaud**, *v.*, cheer; commend, praise, approve.
- Apply**, *v.*, devote, addict; agree, suit; use, appropriate; solicit, request. *Misapply*.
- Appoint**, *v.*, designate, nominate; establish, decree, command.
- Appreciate**, *v.*, esteem; value, estimate.
- Apprehend**, *v.*, understand, comprehend; anticipate, fear; seize, take, arrest. *Misunderstand*.
- Appropriate**, *v.*, assume, take; set apart, assign.
- Apt**, *a.*, qualified, suitable; quick, prompt. *Unsuitable*.
- Argue**, *v.*, discuss, debate; convince, prove.
- Arise**, *v.*, ascend, mount; rise, get up; begin, originate.
- Array**, *v.*, deck, adorn; draw up, arrange.
- Artful**, *a.*, skilful, dexterous; cunning, shrewd. *Simple*.
- Assurance**, *n.*, confidence, certainty; boldness, impudence. *Timidity*.
- Attach**, *v.*, affix, annex; gain, win; fasten.
- Attend**, *v.*, accompany, escort; listen, hearken; regard, heed. *Disregard*.
- Balance**, *v.*, settle, adjust; equalize; estimate.
- Band**, *n.*, company, crew; shackle, fetter; tie, bandage.
- Bear**, *v.*, convey, transport; endure, support; produce, generate; uphold, sustain.
- Beat**, *v.*, strike, hit; defeat, conquer; vanquish.
- Bent**, *a.*, crooked, curved; inclination, prepossession. *Straight*.
- Bid**, *v.*, summon, invite; propose, tender, offer.
- Bind**, *v.*, fasten, tie; engage, oblige. *Loosen*.
- Blast**, *v.*, desolate, blight, wither; destroy, blow up with powder.
- Bold**, *a.*, daring, brave; impudent, confident; steep, abrupt. *Timid*.
- Bore**, *v.*, penetrate, perforate; weary, vex.
- Brave**, *a.*, courageous, valorous, valiant, intrepid.
- Breeding**, *a.*, education, instruction, manners; nourish, foster.
- Buoyancy**, *n.*, lightness; cheerfulness, vivacity, animation.
- Business**, *n.*, affair, concern; avocation, employment, occupation, profession; duty, office.
- Call**, *v.*, summon, convoke; cry out, exclaim.
- Calm**, *a.*, tranquil, serene, quiet; composed, collected. *Stormy*.
- Capacity**, *n.*, ability, capability, faculty; volume, room.

Careful, *a.*, provident, attentive; cautious, watchful. *Heedless*.

Care, *n.*, solicitude, anxiety; charge, management.

Caution, *n.*, admonition, warning; carefulness, circumspection.

Celebrated, *a.*, famous, renowned, illustrious; observed, honored, commemorated.

Certain, *a.*, infallible, unfailing; assured, confident, positive; fixed, particular. *Uncertain*.

Chance, *n.*, accident, casualty; risk, hazard, jeopardy. *Design*.

Charge, *n.*, care, custody; cost, price, expense; assault, attack, encounter.

Check, *v.*, restrain, hinder, repress, control; reprove, rebuke; order, draft.

Cheer, *v.*, applaud; encourage, comfort.

Childish, *a.*, young, infantile; weak, silly, trifling.

Choke, *v.*, stifle, smother, suffocate; obstruct, stop up.

Cite, *v.*, summon, call; adduce, quote.

Civil, *a.*, polite, obliging, courteous; civic, municipal; intestine. *Uncivil*.

Civility, *n.*, affability, suavity; benefit, favor. *Incivility*.

Clear, *a.*, limpid, transparent; bright, serene, cloudless; plain, perspicuous; evident, indisputable, manifest; exempt, free.

Cleave, *v.*, adhere, attach, stick; divide, separate.

Close, *v.*, shut; conclude, terminate; coalesce, unite.

Close, *a.*, compact, solid; tight, shut fast; secret, trusty; near, high; restricted, limited; stag-

nant, oppressive; parsimonious, penurious; intimate, familiar; accurate, careful; strict, undeviating; evenly balanced, doubtful.

Coarse, *a.*, not fine; rough, rude, uncivil; indelicate, vulgar. *Fine*.

Cold, *a.*, chilly, frigid, wintry; indifferent, reserved, unfeeling. *Warm, friendly*.

Collection, *n.*, assemblage, crowd, group; contribution; accumulation, store.

Commend, *v.*, applaud, praise, extol; intrust, commit.

Company, *n.*, assembly, gathering; party; visitors; fellowship; crew; firm, partnership, corporation; subdivision of a regiment.

Compass, *v.*, encircle, invest, environ; obtain, attain, procure; consummate, accomplish.

Compose, *v.*, compound, form, put together; soothe, calm; write, invent.

Comprehend, *v.*, comprise, embrace, include; understand, perceive.

Conceit, *n.*, imagination, fancy; pride, vanity.

Concern, *n.*, interest, regard; affair, business, matter.

Conduct, *n.*, deportment, demeanor, behavior; management, direction.

Confer, *v.*, consult, advise; give, bestow, grant.

Consideration, *n.*, motive, reason, cause; attention, deliberation, contemplation; compensation, equivalent.

Contrary, *a.*, adverse, opposite; hostile, inimical; obstinate, stubborn.

- Conveyance**, *n.*, carriage, vehicle; transfer, deed.
- Copy**, *v.*, transcribe; imitate, model.
- Course**, *n.*, road, way, route; series, succession; manner, method; career, progress; tendency, direction.
- Crave**, *v.*, long for, desire; beseech, entreat, implore.
- Credit**, *n.*, confidence, trust, belief; esteem, regard, reputation.
- Curlous**, *a.*, inquisitive, prying; strange, rare, queer.
- Custom**, *n.*, habit, usage, manner; patronage; tax, duty, impost, toll.
- Dainty**, *a.*, delicious, savory, delicate; squeamish, fastidious; elegant, fine.
- Dare**, *v.*, challenge, defy; venture, presume.
- Dark**, *a.*, obscure, mysterious; gloomy, dismal; atrocious, wicked, foul; cloudy, shady.
Light.
- Deadly**, *a.*, fatal, destructive, mortal; implacable.
- Decision**, *n.*, sentence, judgment; settlement, conclusion; resolution, determination.
- Decline**, *v.*, refuse, reject, repel; fail, decay, droop; shun, avoid.
- Deny**, *v.*, contradict, gainsay; disavow, disown; refuse.
- Dear**, *a.*, precious, beloved; expensive, costly.
- Design**, *n.*, outline, plan, sketch; purpose, project, scheme.
- Despatch**, *v.*, hasten, accelerate; send away; kill, execute.
- Destination**, *n.*, destiny, fate, appointment; end of a journey.
- Determine**, *v.*, decide, conclude, settle; find out, ascertain; limit, put an end to.
- Direction**, *n.*, address, superscription; aim; course, tendency; order, command; guidance, superintendence.
- Discipline**, *n.*, correction, chastisement, punishment; instruction; government.
- Disorder**, *n.*, confusion, disturbance; disease, malady, distemper.
- Disposition**, *n.*, temper; inclination; disposal; method.
- Distant**, *a.*, remote, far away; reserved, shy, cold.
- Distinct**, *a.*, obvious, clear, visible; different, separate.
- Distinguish**, *v.*, perceive, discern; discriminate, separate; signalize, honor.
- Domestic**, *a.*, tame, not wild; intestine, not foreign; homely.
- Ease**, *n.*, repose, rest; facility, lightness. *Activity.*
- Elevate**, *v.*, promote, exalt; raise, lift up; refine, ennoble, improve; animate, cheer.
- Embrace**, *v.*, clasp, enclose; comprise, contain, comprehend.
- Engagement**, *n.*, promise, word; battle, combat; employment, occupation, business, profession.
- Enterprise**, *n.*, adventure, attempt, undertaking; energy, force.
- Entertainment**, *n.*, sport, amusement, pastime, recreation; banquet, feast, carousal.
- Equal**, *a.*, uniform, equable; even, smooth; adequate, commensurate; equivalent. *Unequal.*
- Error**, *n.*, blunder, mistake, oversight; fault, sin, transgression.
- Essay**, *n.*, endeavor, attempt, trial; treatise, dissertation, disquisition.

Extend, v., enlarge, expand, augment; reach forth, offer; prolong, protract.

Fall, v., miss; decay, decline, diminish; to be wanting, to be extinct; neglect, omit; to be insolvent, bankrupt. *Succeed.*

Faint, a., weak, languid; timorous, cowardly; indistinct.

Fair, a., clear, bright, beautiful; equitable, honest; distinct, legible; pleasing, favorable. *Cloudy.*

Fame, n., renown, reputation; rumor, report.

Fare, n., provisions, food; passage-money.

Feeling, n., sensation, consciousness; generosity, kindness.

Figure, n., shape, semblance, outline; a character representing number; metaphor, allegory, emblem.

Fine, a., exquisite, delicate; keen, thin; beautiful, elegant; small, minute. *Coarse.*

Flat, a., horizontal, plane, level; dull, insipid, spiritless.

Follow, v., pursue, chase; imitate, copy; succeed, ensue; attend, accompany.

Form, n., shape, conformation, figure; ceremony, rite, observance.

Fortune, n., estate, riches, wealth; luck, chance; destiny, doom.

Forward, a., confident, bold, presumptuous; advanced; ready, prompt, eager.

Free, a., generous, munificent; unconfined, unrestrained; frank, ingenuous; innocent, exempt; gratuitous; familiar.

Fresh, a., recent, modern; inexperienced, unpracticed; cool,

brisk; ruddy, florid; sound, good. *Salt.*

Gift, n., present, donation, gratuity, benefaction; talent, endowment, faculty.

Goods, n., chattels, movables; commodities, merchandise, wares.

Grave, a., solemn, serious, sedate; important, weighty. *Vivacious.*

Great, a., large, huge; distinguished, eminent, illustrious; magnanimous, grand; numerous. *Small.*

Hard, a., solid, compact; difficult, laborious, arduous; unfeeling, insensible; rigorous, severe. *Soft.*

Healthy, a., salubrious, wholesome; sound, vigorous. *Sickly.*

Hold, v., restrain, detain; consider, regard; receive, contain.

Humor, n., temper, disposition, mood; wit, facetiousness, burlesque; moisture; an eruptive disease.

Hurt, v., injure, damage, wound; vex, annoy, grieve.

Immaterial, a., uncorporeal, unbodied, spiritual; insignificant, unimportant.

Impertinent, a., irrelevant, inapplicable; saucy, impudent, insolent.

Impression, n., influence, effect; impress, stamp; notion, idea.

Indisputable, a., incontrovertible, indubitable, irrefragable.

Inspire, v., animate, inspire, enliven; instil, infuse; inhale.

Intelligence, n., information, news, tidings; intellect, understanding.

Issue, n., offspring, descendants; exit, egress, outlet; event, termination, conclusion.

Judgment, n., discernment, dis-

- crimination, penetration ; opinion, estimate ; sentence, decision.
- Keen**, *a.*, shrewd, acute, sagacious ; severe, piercing, cutting ; sharp.
- Dull.*
- Keep**, *v.*, detain, retain, preserve ; maintain, support, sustain ; observe, fulfill.
- Lead**, *v.*, guide, conduct, direct ; induce, persuade, influence.
- Lean**, *v.*, recline, rest ; incline ; tend.
- Letter**, *n.*, epistle, note ; alphabet character.
- Light**, *a.*, buoyant ; easy, not hard ; trifling, slight ; gay, airy ; bright, not dark ; unburdened, active.
- Heavy.*
- Lofty**, *a.*, elevated, high ; exalted, sublime ; arrogant, haughty.
- Humble, low.*
- Low**, *a.*, disreputable, dishonorable ; humble, meek ; depressed ; mean, base ; cheap ; feeble, sickly.
- Mark**, *n.*, impression, stamp, print ; track, trace ; object aimed at.
- Material**, *a.*, corporeal ; important, essential.
- Mean**, *a.*, penurious, niggardly ; contemptible, despicable ; medium, average, middle.
- Method**, *n.*, system, regularity, order ; manner, way, mode.
- Mind**, *n.*, intellect, reason ; inclination, desire ; opinion, thought.
- Mock**, *v.*, mimic, imitate ; ridicule, deride.
- Mortal**, *a.*, human ; deadly, fatal, destructive.
- Naked**, *a.*, uncovered, unclothed ; unprotected, defenceless ; plain, simple.
- Name**, *n.*, cognomen, appellation ; character, reputation.
- Note**, *n.*, mark, sign, symptom ; comment, observation, remark ; memorandum ; reputation, celebrity ; letter, billet ; promissory note.
- Number**, *n.*, figure, unit ; many ; harmony, verses.
- Obscure**, *a.*, dark, gloomy ; indistinct, vague ; unknown, humble.
- Observe**, *v.*, keep, celebrate ; notice, remark, watch.
- Open**, *a.*, unclosed, expanded ; evident, plain, clear ; candid, ingenuous, sincere ; exposed ; liberal ; unsettled, running. *Closed.*
- Order**, *n.*, command, injunction, mandate ; series, succession ; rank, degree.
- Oversight**, *n.*, inspection, superintendence ; inadvertence, blunder.
- Overthrow**, *v.*, overturn, upset ; subdue, vanquish, conquer ; demolish, destroy.
- Part**, *n.*, share, portion, piece ; ingredient, element ; concern ; interest. *Whole.*
- Patient**, *a.*, submissive ; enduring ; composed, calm.
- Place**, *n.*, locality, space ; situation, position ; rank, priority ; office, function.
- Plain**, *a.*, even, smooth ; evident, apparent, manifest ; open, candid, frank.
- Pleasure**, *n.*, choice, preference ; happiness, enjoyment ; luxury.
- Precept**, *n.*, command, injunction ; maxim, rule ; doctrine, principle.
- Prefer**, *v.*, choose, select ; encourage, promote, advance.
- Proportion**, *n.*, ratio, rate ; symmetry.

- Quality**, *n.*, attribute, property ; rank, distinction.
- Quick**, *a.*, nimble, agile ; shrewd, acute, clever ; swift, rapid, fast. *Slow.*
- Quit**, *v.*, leave, withdraw ; relinquish, resign, abandon ; discharge, repay ; perform.
- Race**, *n.*, generation, family, lineage ; course, passage.
- Radical**, *a.*, fundamental, original ; complete, thorough ; simple, primitive.
- Raise**, *v.*, elevate, erect, exalt ; heighten ; promote, increase.
- Realize**, *v.*, accomplish, perform, achieve ; obtain, gain, get.
- Reason**, *n.*, understanding, sense ; cause, motive ; argument, proof.
- Reduce**, *v.*, diminish, lessen ; subdue ; lower ; degrade.
- Refined**, *a.*, polished, accomplished ; purified.
- Reflect**, *v.*, ponder, consider ; reproach, censure ; throw back.
- Regard**, *n.*, concern, respect, esteem ; reference, relation ; consideration, attention, heed.
- Remit**, *v.*, absolve, pardon ; relax, abate ; transmit, send.
- Reproach**, *v.*, censure, blame, condemn ; revile, vilify. *Commend.*
- Resolve**, *v.*, determine, purpose ; analyze, reduce ; explain, solve.
- Respect**, *n.*, esteem, veneration, regard ; relation, reference.
- Rest**, *n.*, intermission, cessation ; repose, sleep ; remainder, residue.
- Restore**, *v.*, heal, cure ; repay, return, replace.
- Right**, *a.*, straight, direct ; equitable, just. *Crooked.*
- Rigid**, *a.*, rigorous, austere, severe ; unpliant, stiff, inflexible.
- Rise**, *n.*, increase ; ascent ; origin, source, beginning.
- Rough**, *a.*, rugged, uneven ; churlish, rude, coarse. *Smooth.*
- Rugged**, *a.*, robust, vigorous ; irregular, rough ; harsh, rude.
- Safe**, *a.*, secure, protected ; trusty, reliable.
- Satisfaction**, *n.*, contentment ; compensation, remuneration ; atonement, amends.
- Saying**, *n.*, remark, observation, statement ; maxim, proverb, adage.
- Sense**, *n.*, feeling, perception ; judgment ; meaning, import, signification.
- Sentence**, *n.*, proposition, a period ; decision, doom, judgment.
- Serious**, *a.*, solemn, sober, grave ; momentous, important.
- Shallow**, *a.*, shoal, not deep ; ignorant, superficial. *Deep.*
- Short**, *a.*, defective, scanty ; concise, compendious, brief, laconic, summary. *Long.*
- Show**, *n.*, exhibition, representation, spectacle ; parade, ostentation, pomp.
- Simple**, *a.*, foolish, silly ; single, elementary ; artless, sincere, plain. *Wise.*
- Situation**, *n.*, predicament, plight, condition ; station, position, locality.
- Sound**, *a.*, healthy, well ; entire, unhurt, perfect.
- Spirit**, *n.*, ghost, soul ; courage ; enterprise, animation.
- Splendid**, *a.*, magnificent, gorgeous, superb ; glorious, eminent ; brilliant, radiant ; noble, grand.
- Stay**, *v.*, support, sustain ; remain, continue ; delay, hinder.

- Stock**, *n.*, cattle; hoard, accumulation, supply, store; lineage, race.
- Strong**, *a.*, powerful, mighty; stalwart, robust, athletic; forcible, cogent; tenacious, tough. *Weak.*
- Suffer**, *v.*, bear, endure, sustain, support; admit, tolerate, allow, permit.
- Table**, *n.*, board; food, entertainment; list, catalogue, index, synopsis.
- Taste**, *n.*, perception, judgment, discernment; flavor, savor, relish.
- Tender**, *a.*, compassionate, lenient, sympathetic; weak, feeble; delicate, effeminate.
- Term**, *n.*, stipulation, condition; limit, boundary; word, expression.
- Tough**, *a.*, cohesive, tenacious; obdurate, stubborn; rugged, strong. *Tender.*
- Trial**, *n.*, temptation; experiment, attempt, proof, test.
- Trim**, *clip*, cut, shear; decorate, adorn, ornament; adjust; balance.
- Try**, *v.*, tempt; essay, endeavor.
- Type**, *n.*, symbol, emblem, figure; exemplar, model; printing-letter.
- Understanding**, *n.*, faculty, intellect; apprehension, conception, comprehension.
- Unsettled**, *a.*, turbid; undetermined; uncertain, wavering, vacillating. *Resolute.*
- Upright**, *a.*, erect, perpendicular; honest, honorable.
- Usage**, *n.*, treatment; custom, habit.
- Use**, *v.*, employ; expend, consume; accustom, inure. *Abuse.*
- Vain**, *a.*, useless, ineffectual; conceited, ostentatious.
- Value**, *n.*, worth, price, rate; account, estimation, appreciation.
- View**, *n.*, prospect, landscape; picture, sketch; opinion; sight, inspection.
- Vigorous**, *a.*, strong, rugged; active, alert. *Weak.*
- Want**, *n.*, poverty, indigence, penury; lack, scarcity; need.
- Wonder**, *n.*, miracle, marvel, prodigy; amazement, admiration, astonishment.
- Writer**, *n.*, penman, scribe; author, authoress.
- Worth**, *n.*, rate, price, value; excellence; desert, merit.
- Yield**, *v.*, produce; allow, concede, grant; surrender; submit; impart, give, communicate.
- Yoke**, *n.*, bond, chain, link; servitude, thralldom, dependence, subjection.
- Youth**, *n.*, lad, boy; young person; minority, adolescence.

SUFFIXES.

Agent, or one who.			Being, state, or quality of being.		
SUFFIX.	NOUN.	MEANING ONE WHO	SUFFIX.	NOUN.	MEANING THE STATE OF BEING
-er	bak'er	bakes.	-ity	neu tral'i ty	neu'tral.
-or	sail'or	sails.	-cy	brill'ian cy	brill'iant.
-ar	beg'gar	begs.	-ness	dark'ness	dark.
-ee	dev o tee'	de votes'.	-tude	ser'vi tude	ser'vant.
-eer	auc tion eer'	auc'tions.	-ty	safe'ty	safe.
-ant	as sail'ant	as sails'.	-ety	sa ti'e ty	sat'is fied.
-ent	stu'dent	stud'ies.	-ure	ex pos'ure	ex posed'.
-ist	the'o rist	the'o ri zes.	-ance	en dur'ance	en dured'.
-ian	phy si'cian	doc'tors.	-age	vas'sal age	vas'sal.
-yer	saw'yer	saws.	-dom	free'dom	free.
-ate	col le'gi ate	is at col'lege.	-ship	clerk'ship	clerk.
-ner	part'ner	shares.	-ence	in de pend'ence	in de pend'ent.

SUFFIX.	ADJ.	MEANING FULL OF	SUFFIX.	ADJ.	MEANING RE-LATING TO
-full	fruit'ful	fruit.	-ac	e le'gi ac	el'e gy.
-ose	ver bose'	words.	-al	bap tis'mal	bap'tism.
-y	grass'y	grass.	-ary	leg'end a ry	leg'ends.
-some	wea'ri some	wear'i ness.	-ic	pho net'ic	phon'ics.
-ate	des'per ate	de'spair'.	-ile	in'fan tile	in'fants.
-ent	pa'tient	pa'tience.	-ine	fem'i nine	fe'male.
-ous	dan'ger ous	dan'ger.	-an	hu'man	man.

SUFFIX.	VERB.	MEANING TO MAKE	SUFFIX.	NOUN.	MEANING ACT OF
-ate	fac il'i tate	easy.	-ance	con vey'ance	con vey'ing.
-fy	rar'e fy	thin.	-age	mar'riage	mar'ry ing.
-ify	vers'i fy	verses.	-sion	di gres'sion	di gress'ing.
-ize	fer'til ize	fer'tile.	-tion	lam en ta tion	la ment'ing.
-en	hard'en	hard.	-ure	de part'ure	de part'ing.
-ise	crit'i cise	crit'i cisms.	-ment	pun'ish ment	pun'ish ing.
-ish	pub'lish	pub'lic.	-al	re viv'al	re viv'ing.

TABLE OF PREFIXES.

ENGLISH.

a- (on, in), *abed*; (out of, from), *arise*; (of, off), *akin*, *anew*. **after-** (following, succeeding), *afternoon*. **al-** (all), *almost*. **at-** (to, at), *alone*. **be-** (by, nearness, intensity of meaning), *beside*, *bestir*; (off, from), *behead*; (on, upon), *besprinkle*. **for-** (through, thorough), *forswear*. **fore-** (before), *foretell*. **forth-** (out, at once), *forthcoming*. **in-** (in, within), *inland*. **miss-** (amiss, wrong), *mislead*. **of-** (of, from), *offspring*. **on-** (on, upon), *onset*. **out-** (out, beyond), *outcast*. **over-** (above, beyond, too), *overflow*. **to-** (to, for, this), *to-day*. **un-** (not), *untrue*; (back), *unbolt*. **under-** (below, subjection), *underneath*. **up-** (up, aloft), *uphold*. **with-** (back, against), *withdraw*.

LATIN AND FRENCH.

a-, ab-, abs- (away, from), *avert*. **ad-** (to), *adjoin*. By assimilation **ad-** becomes **ac-, af-, ag-, al-, am-,**

an-, ap-, ar-, as-, at. *ante-* (before), *antedate*. **bene-** (well), *benefit*. **bi-** (two), *biped*. **bis-** (twice), *biscuit*. **circum-, circu-** (around, about), *circumstance*. **com-, con-, co-** (with, together), *contend*. By assimilation they become **col-, contra-, counter-** (against), *counteract*. **de-** (down, from), *descend*. **dis-, di-, dif-** (asunder, not), *dislike*. **demi-** (half), *demigod*. **ex-, e-, eo-, ef-** (out of, from, beyond), *elect*. **extra-** (beyond, excess), *extraordinary*. **in-, em-, en-, ig-, il-, ir-** (with verbs, in, into, on; with other words, not), *insnare*, *ignobly*. **inter-, intro-, enter-** (between, among, within, in), *intercourse*. **male-, mal-** (ill, badly, evil), *mal-treat*. **miss-** (from minus, less, bad), *misfortune*. **non-** (not), *nonsense*. **ob-,** by assimilation **oc-, of-, op-** (against, in front of, toward, on), *object*. **par-, per-, pel-, pol-** (through, over, by), *perspire*. **post-** (after), *postscript*. **pre-** (before), *pre-exist*. **pur-** (forth), *purport*.

The same form often comes from different languages, and has several meanings. The prefixes are in heavy type. The meanings are in parentheses. The illustrations are in *Italic*. The last letter of a prefix is often omitted, or changed by assimilation to a letter whose sound, taken with the initial sound of the word, will be pleasing to the ear.

pro- (for, forward, forth, out), *project*. **re-** (back, again), *renew*. **retro-** (backward, back), *retrospect*. **se-** (separation, apart, away), *separate*. **semi-** (half), *semicircle*. **sub-**, by assimilation **suc-**, **suf-**, **sug-**, **sup-**, **sus-** (under, after, up), *sustain*. **super-**, **sur-** (over, above, beyond), *surpass*. **subter-** (beneath, under), *subterfuge*. **trans-** (beyond, across, over, through), *transform*. **tra-**, **tres-** (across), *traverse*. **ultra-** (beyond, excess, over), *ultramarine*. **vice-**, **vis-** (instead of), *viscount*. **tri-** (three), *triennial*.

GREEK.

amphi- (about, on both sides), *amphitheatre*. **a-**, **an-** (not, without), *anarchy*. **ana-** (back, again,

up to), *analogy*. **ant-**, **anti-** (against, opposite to), *antarctic*. **apo-** (from, away from), *apostrophe*. **arch-**, **archi-** (chief, head), *archbishop*. **auto-** (self), *autobiography*. **cata-**, **cat-** (down), *cataract*. **dia-** (through), *diameter*. **di-** (in two), *dissyllable*. **dys-** (ill), *dyspeptic*. **ec-**, **ex-** (out of, from), *exodus*. **en-**, **em-**, **el-** (in, adds force), *emphasis*. **eu-**, **ev-** (well), *euphony*. **epi-** (upon, on, or), *epitome*. **hemi-** (half), *hemisphere*. **hyper-** (above, beyond, over, excess), *hypercritical*. **hypo-** (under), *hypothesis*. **meta-** (after, across), *metaphor*. **mono-** (alone), *monologue*. **pan-** (all), *pantheist*. **par-**, **para-** (beside), *parody*. **peri-** (around, outside), *perimeter*. **pro-** (before), *prologue*. **sym-**, **syn-** (with, together), *syntax*.

TABLE OF SUFFIXES.

English suffixes forming nouns meaning the *agent*, *doer*, or *one who* :—

-er, **-ar**, **-or**, **-en**, **-ster**.

Latin and French suffixes forming nouns meaning *agent*, *doer*, *one who*, *pertaining to*, or *belonging to* :—
-ain, **-an**, **-ard**, **-ee**, **-eer**, **-ier**, **-or**,

-er, **-tor**, **-sor**, **-ive**, **-ian**, **-iff**, **-ist**, **ite**.

English suffixes forming abstract nouns, and meaning *state*, *action*, *office*, *jurisdiction*, *being*, or *quality of being* :—

-dom, **-hood**, **-red**, **-ship**, **-ing**, **-ness**, **-th**. **-t**.

Latin and French suffixes forming abstract nouns, and meaning *state or quality of being, act of, office, or jurisdiction* :—

-age, -ance, -ence, -ancy, -ency, -ess, -ice, -ise, -son, -tion, -sion, -lence, -ment, -mony, -our, -eur, -ry, -ery, -tude, -ty, -ure, -y.

English suffixes forming *diminutives* :—

-en, -ing, -ling, -kin.

Latin and French suffixes forming *diminutives* :—

-aster, -el, -le, -icle, -cule, -ule, -et, -let, -ette.

English suffixes forming *frequentative verbs* :—

-k, -le, -l, -er.

English suffixes forming *causative verbs* :—

-en, -n.

Latin and French suffixes forming verbs meaning *to make, or one who* :—

-ate, -ish, -fy.

Greek suffixes forming nouns, and meaning *pertaining to, the science or doctrine of* :—

-ic, -ism, -sis, -sy, -y, -isk.

Greek suffixes forming verbs, and meaning *to make* :—

-ise, -ize.

English suffixes forming *adjectives*. The meanings are in parentheses :—

-ed (*having*), -en (*made of*), -full (*full of*), -ish (*somewhat like*), -ly, -like (*like*), -less (*without*), -y (*pertaining to, full of*), -some (*full of, causing*), -ward (*toward, turning to*), -teen, -ty (*ten*), -th (*order*), -fold (*times folded*), -ern (*to or towards*).

Latin and French suffixes forming *adjectives*. The meanings are in parentheses :—

-al, -an, -ain, -ane, -ant, -ent, -ary, -ate (*relating or pertaining to or full of*), -ble, -able, -ible (*may or can be or fit to be*), -ese, -ian, -ile, -il, -le, -line (*relating, belonging, or pertaining to*), -ive (*tending to or having the power of*), -esque (*having the quality of*), -ose, -ous (*full of*), -ble, -ple (*fold, times*).

English suffixes forming *adverbs*. The meanings are in parentheses :—

-ly (*like*), -ling, -long (*wise, ways*), -meal (*division, separation*), -ward, -wards (*turning to or tending to*), -wise (*manner, mode*), -ther (*motion*), -way, -ways, -e, -ce, -st, -n, -om, -re (add no special meaning, but show that the words are adverbs).

PHRASES, WORDS, AND QUOTATIONS,
FROM ANCIENT AND MODERN LANGUAGES,
WITH THEIR MEANINGS.

Ab initio,* from the beginning, anew.	Beau monde, F., the gay world.
Ab ovo, from the egg, anew.	Billet doux, F., a love-letter.
Ab uno disce omnes, from one, know all.	Blasé, F., surfeited.
Ab urbe condita, from the foundation of the city.	Bonbon, F., a sweatmeat.
Ad captandum vulgus, to catch the people.	Caeteris paribus, other things being equal.
Ad finem, to the end.	Caput, the head, chapter.
Ad interim, in the meantime.	Caput mortuum, a dead body.
Ad libitum, at pleasure.	Casus belli, a cause of war.
Ad nauseam, to disgust.	Centum, a hundred.
Ad valorem, according to value.	Compos mentis, of sound mind.
A la mode, F., according to fashion.	Con amore, It., with love.
Alma mater, a cherishing mother.	Coup de grace, F., the finishing blow.
Anno Domini, in the year of our Lord.	Coup de soleil, F., a sunstroke.
Anno mundi, in the year of the world.	Coup d'état, F., a stroke of policy.
Ante bellum, before the war.	Coupons, F., dividend warrants.
A priori, from cause to effect.	Cui bono? for whose advantage?
Apropos, F., to the point, seasonably.	Cum grano salsi, with allowance, (with a grain of salt).
Au fait, F., well instructed, expert.	Data, premises, things given.
Au revoir, F., adieu.	Da capo, It., from the beginning.
Beau idéal, F., model of perfection.	De facto, in fact, in reality.
	De jure, by right, by law.
	De novo, anew, from the first.
	Deo volente, God willing.
	De profundis, out of the depths.
	Dies irae, day of wrath.

Dieu et mon droit , F., God and my right.	Gloria Patri , glory to the Father.
Dirigo , I guide.	Eureka , G., I have found it.
Double entendre , F., double meaning.	Hic jacet , here lies.
Dramatis personae , characters of the drama.	Hoi polloi , G., the people.
Dulce et decorum est pro patria mori , it is pleasant and honorable to die for one's country.	Ich dien , Ger., I serve.
Dux femina facti , a woman was the leader of the enterprise.	Id est , that is.
Eau de Cologne , F., cologne water.	Idem , the same.
Ecce homo , behold the man.	In esse , in being.
En masse , F., in a body.	In extenso , in full, at large.
En route , F., on the road or way.	In extremis , at the point of death.
Entre nous , F., between us.	In futuro , in the future.
E pluribus unum , one of many.	In hoc signo vinces , in this sign thou shalt conquer.
Esprit de corps , F., brotherly feeling.	In medias res , into the midst of affairs.
Et caetera , and the rest.	In memoriam , in memory.
Ex cathedra , from the pulpit, on authority.	In propria persona , in person.
Excelsior , still higher.	In statu quo , in the former state.
Exceptio probat regulum , the exception proves the rule.	Inter nos , between ourselves.
Exempli gratia , for example.	In toto , in the whole.
Exeunt , they go out.	In transitu , during the passage.
Exeunt omnes , all go out.	In vacuo , in a vacuum.
Ex officio , by virtue of his office.	Ipsæ dixit , he said it.
Ex parte , on one side.	Ipsæ facta , by the very fact.
Ex post facto , after the deed.	Item , also.
Extempore , extemporaneously.	Jeu d'esprit , F., a display of wit.
Factotum , a man of all work.	Jubilare Deo , be joyful in God.
Faux pas , F., mistake, a false step.	Labor omnia vincit , labor conquers all things.
Fortiter in re , firmness in acting.	Laissez faire , F., let matters alone.
Gloria in excelsis , glory in the highest.	Lapsus linguae , a slip of the tongue.
	Laus Deo , praise to God.
	Magnum bonum , a great good.
	Mala fide , in bad faith.
	Malum in se , in itself wrong.
	Mania a potu , delirium tremens.

Memento mori , be mindful of death.	Per centum , by the hundred.
Memoriter , by rote.	Per se , by itself.
Mens sana in corpore sano , a sound mind in a sound body.	Post mortem , after death.
Meum et tuum , mine and thine.	Pour prendre congé , F., to take leave.
Minutiae , minute points.	Prima facie , on the first view.
Mirabile dictu , wonderful to tell.	Pro bono publico , for the public good.
Modus operandi , the way of operation.	Pro et con , for and against.
Ne plus ultra , the utmost limit.	Pro forma , for mere form.
Nil desperandum , never despair.	Pro rata , in proportion.
N'importe , F., it doesn't matter.	Pro tanto , for so much.
Nolens volens , willing or not.	Pro tempore , for the time.
Nom de plume , F., an assumed name.	Quantum libet , as much as you please.
Non compos mentis , not of sound mind.	Quantum sufficit , enough.
Non est inventus , he has not been found.	Quid nunc ? what now ?
Non sequitur , it does not follow.	Quid pro quo , one thing for another, an equivalent.
Nota bene , take notice.	Qui vive ? F., who goes there ? on the alert.
Olla podrida , S., a mixture.	Quo animo ? with what intention ?
Onus probandi , burden of proof.	Quod erat demonstrandum , which was to be proven.
Par excellence , F., by way of eminence.	Raison d'être , F., reason for existing.
Par nobile fratrum , a noble pair of brothers.	Rara avis , a rare bird.
Particeps criminis , an accomplice.	Reductio ad absurdum , reduction to an absurdity.
Passe-partout , F., a master key.	Requiescat in pace , rest in peace.
Pater familias , the father of a family.	Resurgam , I shall rise again.
Pater patriae , the father of his country.	Ruat coelum , let the heavens fall.
Pater noster , our Father.	Sans ceremonie , F., without ceremony.
Per annum , by the year.	Sans peur et sans reproche , F., without fear or reproach.
Per capita , by the head.	Sans souci , F., free and easy.
Per diem , by the day.	Sauve qui peut , F., let him who can, save himself.

Secundum artem , according to art.	Tout ensemble , F., the whole taken together.
Semper paratus , always ready.	Troja fuit , Troy was.
Sic semper tyrannis , thus always with tyrants.	Utile dulci , the useful with the agreeable.
Sic transit gloria mundi , thus passes the glory of the world.	Ut infra , as below.
Similia similibus curantur , like cures like.	Ut supra , as above.
Sine die , without day.	Vae victis , woe to the conquered.
Sotto voce , It., in a low voice.	Valet de chambre , F., a body-servant.
Status quo , the state in which.	Veni, vidi, vici , I came, I saw, I conquered.
Stet , let it stand.	Verbum sat sapienti , a word to the wise is sufficient.
Sub rosa , privately.	Vice versa , the terms being reversed.
Sui generis , of a peculiar kind.	Vis inertiae , the power of inertness.
Tempus fugit , time flies.	Viva voce , with the voice.
Terra firma , firm land, the continent.	Vox populi, vox Dei , the voice of the people is the voice of God.
Tertium quid , a third something.	
Toties quoties , as often as.	
Toto coelo , by the whole heavens.	

* From the Latin unless otherwise marked.

Abbreviations: F., French; G., Greek; It., Italian; Ger., German; S., Spanish.

ABBREVIATIONS

USED IN WRITING AND PRINTING.



A. , answer, acre; ā or āa , the same quantity of each.	A.M. , (<i>Ante meridiem</i>) before noon.
A. , @, at or to.	A.M. , (<i>Anno mundi</i>) in the year of the world.
A.A.S. , Fellow of the American Academy.	Am. , American.
A.B. , Bachelor of Arts (<i>Artium Baccalaureus</i>).	Amt. , amount.
Abr. , abridged.	Anon. , Anonymous.
A.C. , Before Christ (<i>Ante Christum</i>).	Ang. Sax. A.S. , Anglo-Saxon.
Acct. , $\frac{a}{c}$, account.	Ans. , answer.
A.D. , (<i>Anno Domini</i>) in the year of our Lord.	Ap. , Apr. , April.
Ad. , advertisement.	Aq. , (<i>aqua</i>) water.
A.G. , Adj.-Gen. , Adjutant-General.	Ark. , Arkansas.
Ad lib. , (<i>ad libitum</i>) at pleasure.	Atty.-Gen. , Attorney-General.
Adm. , administrator.	Aug. , August.
Ad v. , (<i>ad valorem</i>) according to value.	B.A. , Bachelor of Arts.
Æt. , (<i>aetatis</i>) aged, of age.	Bal. , balance.
Ag. , (<i>argentum</i>) silver.	Bar. , bbl., barrel.
Agt. , agent.	Bart. Bt. , Baronet.
Ala. , Alabama.	B.C. , Before Christ.
Alas. , Alaska.	B.C.L. , Bachelor of Civil Law.
Ald. , alderman.	B.D. , Bachelor of Divinity.
Alt. , altitude.	Bk. , bank, book.
A.M. , (<i>Artium Magister</i>) Master of Arts.	B.I.L. , (<i>Baccalaureus Legum</i>) Bachelor of Laws.
	B.M. , (<i>Baccalaureus Medicinae</i>) Bachelor of Medicine.
	Bro. , brother.
	C. , cent., ct., (<i>centum</i>) by the hundred.

C., Cap., (<i>caput</i>) chapter.	E., east.
Cap., capital; Caps., capitals.	ea., each.
Cal., California.	Ed., edition; editor.
Capt., Captain.	E.E., errors excepted.
C. c., (<i>compte courant</i>) account current.	e.g., (<i>exempli gratia</i>) for example.
C.E., Civil Engineer.	Ency., encyclopedia.
C. E., Canada East.	E.N.E., East-North-East.
Cf., (<i>confer</i>) compare.	Eng., England; English.
Chap., chapter.	Eq., equal.
Co., Company (firm); County.	Esq., Esquire.
Col., Colorado.	et al., (<i>et alii</i>) and others.
Col., Colonel.	etc., &c., (<i>et cætera</i>) and so forth.
Coll., college; collector.	et seq., (<i>et sequentia</i>) and what follows.
con, against.	Ex., example.
Cong., Congress.	Fahr., Fahrenheit.
Conn. or Ct., Connecticut.	Fe., (<i>ferrum</i>) iron.
Cr., credit; creditor.	Fec., (<i>fecit</i>) he did it.
Cwt., hundredweight.	Fl., Flor., Fa., Florida.
Cyc., cyclopedia.	Fo., Fol., folio.
d., died.	ft., foot; feet.
d., pence, penny.	Ga., Georgia.
D., five hundred.	Gen., General.
Dak., Dakota.	Gent., gentleman.
D. C., District of Columbia.	Geol., geology.
D.C.L., Doctor of Civil Law.	Ger., German; Germany.
D.D., Doctor of Divinity.	Gov., Governor.
Del., Delaware.	G.P.O., General Post-Office.
Dept., Department.	Gtt., (<i>gutta</i> or <i>guttae</i>) drop or drops.
Dft., defendant.	h.e., (<i>hoc est</i>) that or this is.
Dis., Disct., discount.	hhd., hogshead.
Do., (<i>ditto</i>) the same.	Hon., Honorable.
Dols., \$, dollars.	Ia. or Io., Iowa.
Doz., dozen.	ib., (<i>ibidem</i>) in the same place.
Dr., debtor; Doctor.	
D.V., (<i>Deo volente</i>) God willing.	

id. , (<i>idem</i>) the same.	M. , (<i>meridies</i>) noon.
Id. T. , Idaho Territory.	M.A. , Master of Arts.
i.e. , (<i>id est</i>) that is.	Maj. , Major.
Ill. , Illinois.	Mad. , Madam ; Madame.
incog. , (<i>incognito</i>) unknown.	Mass. , Massachusetts.
Ind. , Indiana.	M.C. , Member of Congress.
Ind. Ter. , I.T. , Indian Territory.	Md. , Maryland.
Inst. , (<i>instant</i>) of the present month.	Mdle. or Mlle. , Mademoiselle.
I.O.O.F. , Independent Order of Odd Fellows.	Mem. , memorandum.
I.O.U. , I owe you.	Mich. , Michigan.
iq. , (<i>idem quod</i>) the same as.	Minn. , Minnesota.
Ir. , Irish ; Ireland.	Miss. , Mississippi.
J.C.D. , (<i>Juris Civilis Doctor</i>) Doctor of Civil Laws.	Mme. , Madame.
J.D. , (<i>Jurum Doctor</i>) Doctor of Laws.	Mo. , Missouri.
J.P. , Justice of the Peace.	Mr. , Mister.
Jr. , Jun. , Junior.	Mrs. , Mistress.
Kan. , Kansas.	MS. , manuscript.
Kt. , Knight.	MSS. , manuscripts.
Ky. , Kentucky.	N. , north ; noun ; noon.
L. , l. , £ , pound sterling.	N. A. , North America.
La. , Louisiana.	N.B. , (<i>nota bene</i>) take notice.
Lat. , latitude ; Latin.	N. C. , North Carolina.
lb. , lb. , (<i>libra</i>) pound.	N. E. , New England ; North-East.
L. C. , Lower Canada.	Neb. , Nebraska.
Leg. , Legislature.	nem. con. , no one opposing.
Lib. , Librarian ; book.	Nev. , Nevada.
Lieut. , Lieutenant.	N. H. , New Hampshire.
LL.B. , Bachelor of Laws.	N. J. , New Jersey.
LL.D. , Doctor of Laws.	N. Mex. , New Mexico.
Long. , longitude.	No. , (<i>numero</i>) number.
M. , Monsieur ; Sir ; masculine ; month.	N. P. , Notary Public.
	N.S. , new style.
	N. Y. , New York.
	O. , Ohio ; owner.
	Obt. , obedient.
	Or. , Oregon.

oz., ounce.

p., page; **pp.**, pages.

Pa., **Penn.**, Pennsylvania.

Pay't, payment.

Pd., paid.

Per an., (*per annum*) by the year.

Per cent. or per ct., (*per centum*)
by the hundred.

Ph.D., Doctor of Philosophy.

pl., plural.

Plff., plaintiff.

P.M., (*post meridiem*) after noon.

P.M., Post-Master.

P. O., Post Office.

Pop., population.

P.P.C., (*pour prendre congé*) to
take leave.

Pro tem., for the time.

Prof., Professor.

prox., (*proximo*) next, or of the
next, month.

Pub., published; publisher.

q.e., (*quod est*) which is.

q.e.d., which was to be proved.

q.p., **q. pl.**, (*quantum placet*) as
much as you please.

q.v., (*quod vide*) which see.

R., recipe.

Rec'd, received.

Regt., regiment.

Rep., Representative.

Repub., Republic.

Rev., Reverend; review.

R. I., Rhode Island.

R.R., railroad.

R.S.V.P., (*répondez, s'il vous
plait*) reply, if you please.

S. A., South America.

S. C., South Carolina.

s. caps., small capitals.

scil., (*scilicet*) to wit.

Sec., Secretary.

Sen., Senior; Senate.

Serg. or Serj., Sergeant.

servt., servant.

Sq., square.

ss. or ss., (*scilicet*) to wit;
namely.

St., street; saint.

Supt., Superintendent.

Tenn., Tennessee.

Tex., Texas.

Trans., translated.

ult., (*ultimo*) last, or of the last,
month.

Univ., University.

U.S., United States.

U.S.A., United States of America.

U.S.N., United States Navy.

U. T., Utah Territory.

v. or vid., (*vide*) see.

vs., (*versus*) against.

Va., Virginia.

viz., (*videlicet*) to wit; namely.

Vol., volume.

Vt., Vermont.

Wash. T., Washington Territory.

Wis., Wisconsin.

Wt., weight.

W. T., Wyoming Territory.

W. Va., West Virginia.

Xmas, Christmas.

yd., yard.

yr., year.

A KEY

TO THE SOUNDS OF THE MARKED LETTERS (WORCESTER).

māy, dāy	ā, ā (long).	mē, bē	ē, ē (long).
ām,ăt	ă, ă (short).	mēt, sēt	ĕ, ĕ (short).
pā, pā	ū, ū (Italian).	thêre, whêre	ê, ê (like à).
lāw, sāw	â, â (broad).	hēr, wêre	ĕ, ĕ (obtuse).
ask, task	ă, ă (intermed.).	brier, buyer	ę, ę (obscure).
cāre, dāre	â, â (before r).	ūse, you	ū, ū (long).
liar, palace	ą, ą (obscure).	ūs, būt	ū, ū (short).
high, nigh	ī, ī (long).	rūle, rūde	û, û (like o).
īt, bīt	ĭ, ĭ (short).	fūl, pūl	û, û (middle).
police, machine	ĭ, ĭ (like ē).	ūrge, fūr	ū, ū (obtuse).
fīr, sīr	ī, ī (obtuse).	vīrus, sūlphur	ū, ū (obscure).
council, ruin	ĭ, ĭ (obscure).		
nō, gō	ō, ō (long).	fōd, mōdn	ō, ō.
ōdd, ōn	ō, ō (short).	foot, good	oo, oo.
dō, tō	ô, ô (close).		
bōrn, cōrn	ō, ô (broad).	ñy, sky	ȳ, ȳ (long).
sōn, wōn	ō, ô (like ū).	hȳmn, mȳth	ȳ, ȳ (short).
actor, sailor	ọ, ọ (obscure).	mȳrtle, mȳrrh	ȳ, ȳ (obtuse).
ōūt, stōūt	ōū, ōū.	truly, envy	ȳ, ȳ (obscure).
cōw, nōw	ōw, ōw.	ōl, bōl	ōl, ōl.
fēw, nēw	ew, ew.	bōy, tōy	ōy, ōy.

police, mē, — ī = ē. fīr, ūrge, mȳrrh, hēr, — ī = ū = ȳ = ē. thêre, cāre, — ê = â. sōn, ūs, — ô = ū. dō, fōd, rāde, — ô = ō = ū. bōy, ōl, — ōy = ōl. ōūt, cōw, — ōū = ōw.

ç soft, like s	mercy.	cean } like shan {	ocean.
c hard, like k	come.	clan } like shan {	optician.
ch (unmarked), like tsh	child.	cial }	social.
çh soft, like sh	chaise.	slal } like shal {	controversial.
ch hard, like k	chorus.	tial }	partial.
ġ hard	go.	ceous }	cetaceous.
ġ soft, like j	age.	clous } like shus {	capacious.
s (unmarked)	sin.	tlous }	sententious.
ş soft, like z	haz.	geous }	courageous.
th (unmarked) sharp	thin.	glous }	religious.
th flat or vocal	thee.	qu (unmarked), like kw	quite.
tīon } like shun	nation.	wh (unmarked), like hw	where.
slon }	pension.	ph (unmarked), like f	Philip.
şion, like zhun	vision.	ph (unmarked), like v	Stephen.

A KEY

TO THE SOUNDS OF THE MARKED LETTERS (WEBSTER).

māy, dāy	ā, ā (long).	mē, bē	ē, ē (long).
ām, āt	ă, ă (short).	mēt, sēt	ĕ, ĕ (short).
pā, pā	â, â (Italian).	prey, they	e, e (like ā).
law, saw	a, a (broad).	thêre, whêre	ê, ê (like â).
ask, task	á, á.	hēr, wêre	ē, ē (like ĭ).
was, what	â, â (like ă).	pretty (e = ĭ)	e, e (like ĭ).
câre, dâre	â, â (like ê).	use, you	ū, ū (long).
any, many	a, a (like ĕ).	ūs, bŭt	ŭ, ŭ (short).
high, nigh	ī, ī (long).	rule, rude	u, u (after r).
it, bit	ĭ, ĭ (short).	ful, pull	u, u (like ō).
police, machine	î, î (like ē).	ŭrge, fŭr	û, û (like ē).
fir, sir	ī, ī (like ē).	busy (u = ĭ)	u, u (like ĭ).
nō, gō	ō, ō (long).	bury (u = ĕ)	u, u (like ĕ).
ōdd, ōn	ŏ, ŏ (short).	food, mōon	ō, ō (like o).
do, to	o, o (like ō).	fōot, gōod	ō, ō (like u).
bōrn, cōrn	ô, ô (like a).	fiy, sky	ȳ, ȳ (long).
wōman, wōlf	o, o (like ō).	hȳmn, mȳth	ȳ, ȳ (short).
wōrk (ō = ū)	ō, ō (like ē).	mȳrtle, mȳrrh	ȳ, ȳ (like ē).
women (o = ĭ)	o, o (like ĭ).	oil, boll	oi, oi.
sōn, wōn	ô, ô (like ū).	boy, toy	oy, oy.
out, stout	ou, ou.	cow, now	ow, ow.

prey, māy, — e = ā. police, mē, — ĭ = ē. fir, ŭrge, mȳrrh, wōrk,
 hēr, — ĭ = ū = ȳ = ō = ē. thêre, câre, — ê = â. sōn, ūs, — ô = ū.
 do, food, — o = ō. pull, wōlf, wōol, — u = o = ō. what,
 nōt, — â = ŏ. fŭr, law, — ô = a. boy, oil, — oy = oi. out,
 cow, — ou = ow.

ç soft, like s	merçy.	th sharp (unmarked)	thin.
c hard, like k	come.	th flat or vocal	thee.
ch (unmarked)	child.	ng (unmarked)	sing.
çh soft, like sh	çhaise.	n	sink.
ch hard, like k	chorus.	x like gz	exist.
g hard	go.	x like ks (unmarked)	extreme.
g soft, like j	age.	ph like f (unmarked)	Phillip.
s (unmarked)	sin.	ph like v (unmarked)	Stephen.
z soft, like z	hag.	qu like kw (unmarked)	quite.
<i>Italic letters are silent.</i>		wh like hw (unmarked)	when.

¹a/ THOUGH several differing opinions exist as to
 the individual by whom the art of printing was
 first discovered; yet all authorities concur in
 admitting Peter Schoeffer to be the person ³ Caps.
 who invented *cast metal types*, having learned
⁴ δ the art of *cutting* the letters from the Gu-
⁵ tenbergs/ he is also supposed to have been
⁶ the first who engraved on copper plates. The ⁷ H
 following testimony is preserved in the family, ⁸ y
⁹ by Jo. Fred. Faustus, of Ascheffenburg:
¹⁰ □ ¹ Peter Schoeffer, of Gernsheim, perceiving ³ S. Caps
¹¹ ✓ his master Faustus design, and being himself
¹² tr. (desirous ¹ ardently) to improve the art, found
 out (by the good providence of God) the
 method of cutting (*incidendi*) the characters ¹³ stel.
 in a *matrix*, that the letters might easily be
¹⁴ singly cast/ instead of being cut. He pri- ¹⁵ tr.
¹⁶ vately cut *matrices* ¹⁷ for the whole alphabet:
 Faust was so pleased with the contrivance,
 that he promised Peter to give him his only ¹⁸ wif-
¹⁹ daughter Christina in marriage, a promise ²⁰ Ital.
 which he soon after performed.
²¹ as/ But there were many difficulties at first ²² no T
 with these letters, as there had been before ²³ Rom.
 with wooden ones, the metal being too soft ²⁴ Ital.
 to support the force of the impression: but ²⁵ C
 this defect was soon remedied, by mixing
 a substance ²⁶ with the metal which sufficiently ²⁷ tr.
²⁸ hardened it/
 and when he showed his master the
 letters cast from these matrices,

TYPOGRAPHICAL MARKS.

To correct a wrong letter, word, or mark of punctuation, draw a line through it, and place the correction by a line in the margin (see 1, 5). δ , so placed, means "leave out" (4); ϕ , "turn an inverted character" (2); *l.c.* (lower case), "change from capitals to small letters"; *w.f.* (wrong font), "wrong type" (17); +, "a bad letter" (20).

Changes in type are indicated by a line or lines under the word, as follows: \equiv , "put in capitals" (3). \equiv , "put in small capitals" (3). — , "put in Italic," or "change from Roman to Italic, or from Italic to Roman" (3). The indicated changes should also be written in the margin thus: *Caps, S. Caps, Rom., Ital.* (3).

If a word, letter, space, or mark of punctuation has been left out, the omission should be indicated by a caret, and the correction placed in the margin (8, 15, 19), where $\#$ means "more space" (6); $|-$, "a hyphen omitted" (7); — , "less space" (9); \cup , "close up" (21); \square , \square , or ¶, "begin a new paragraph" (10); *no* ¶, "no paragraph" (18); $\sqrt{}$, \star , $\overset{1}{\vee}$, "insert an apostrophe, a star, a superior figure," or whatever mark is placed in the $\sqrt{}$ for reference (11); *out, s.c.*, "words omitted, see copy."

The transposition of words is marked by a line drawn under one and over the other, and *tr.* is placed in the margin (12). \perp calls attention to a space or quadrat standing up (14). When anything that ought to remain has been erased, put dots under it, and write "*set*" in the margin (13). Letters standing out of line are marked as in 16. \square means "raise to a proper level"; \sqcup , "depress to a proper level"; \sqsubset , "move to the left."

PUNCTUATION MARKS.

, Comma.	() Parentheses.	- The Long, or Macron.
; Semicolon.	[] Brackets.	~ The Short, or Breve.
: Colon.	- Hyphen.	.. Diæresis.
. Period.	' Apostrophe.	ˆ Cedilla.
— Dash.	ˆ Acute accent.	^ Caret.
? Interrogation.	` Grave accent.	" " Quotation marks.
! Exclamation.	^ Circumflex accent.	} Brace.
¶ Paragraph.	~ Circumflex, or Tilde.	

NOTE.—The Proof-Sheet on the opposite page is from "THE AMERICAN PRINTER," by THOMAS MACKELLAR.

RULES FOR SPELLING.

1. If a word, meaning but one, ends in **y** preceded by a vowel, add **s** to make it mean more than one. If the **y** follows a consonant, add **es** and change **y** to **i**; as, *mon'key, mon'keys; ba'by, ba'bies.*

2. Words of one syllable, and accented final syllables, ending in a single consonant (that is sounded) preceded by a single vowel, double the final consonant before an added syllable beginning with a vowel; as, *rob, rob'ber; per mit', per mit'ted.*

Exceptions: a. derivatives of **gas**; b. if the accent is thrown back upon another syllable when the termination is added, the consonant is not doubled; as, *re fer', refer'ence.*

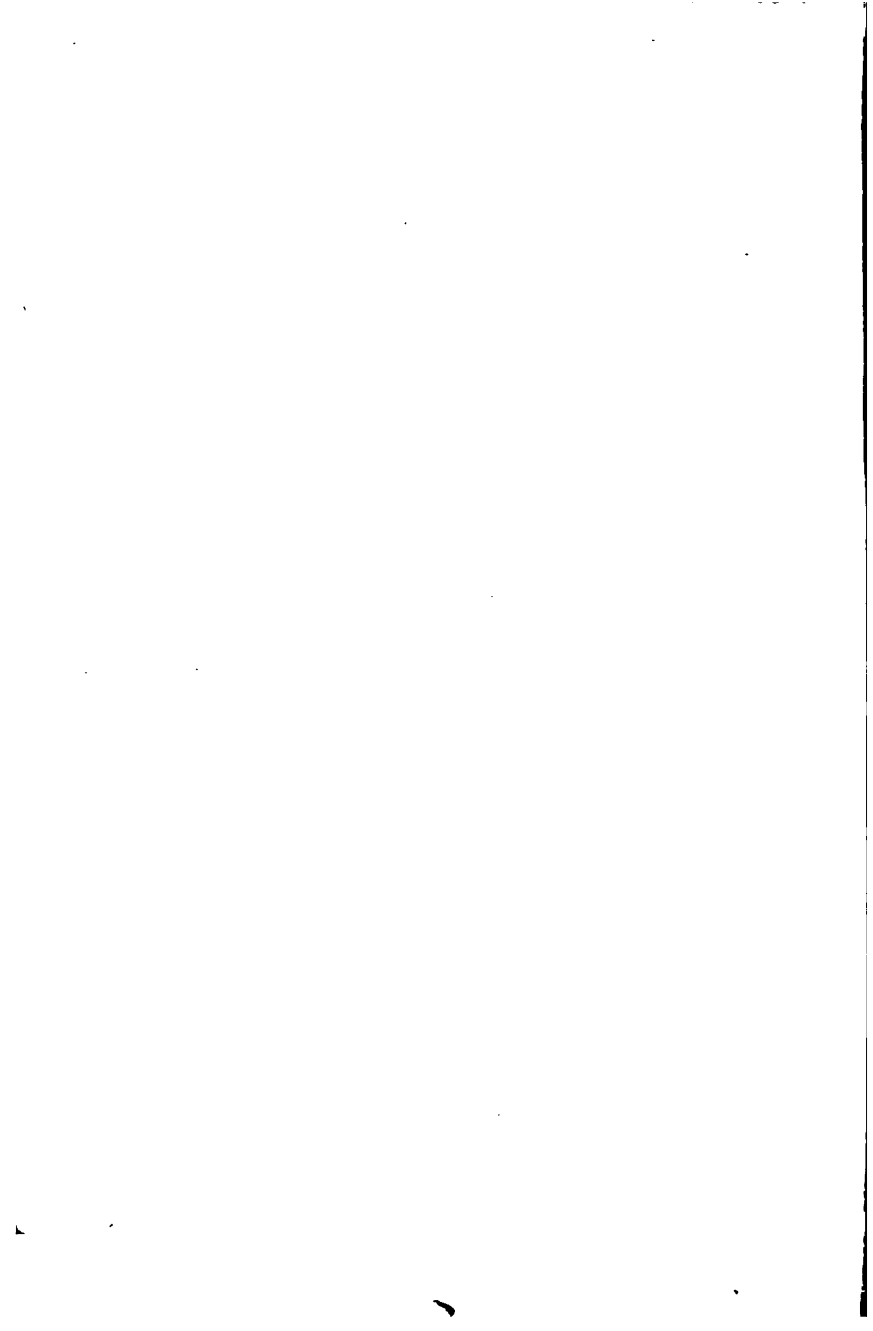
3. Derivatives, formed by adding or by prefixing a syllable to words ending in a double consonant, generally retain both consonants unless two like sounds are thus brought together; as, *be fall'; odd, odd'ly.*

Exceptions: a. derivatives of **pon'tiff**; b. **until', withal', fulfil'**; c. **all** and **well** beginning a word, and **mass** and **full** ending a word, drop one consonant; d. **ful fill'**.

4. Silent **e** final, not preceded by **u**, is generally retained before a consonant termination, but is dropped before a termination beginning with a vowel unless its omission would make **c** or **g** hard, or obscure the meaning or the pronunciation; as, *hate, hate'ful, hat'ing; singe, singe'ing.*

5. **eive** and its derivatives are found after **c**, and **ieve** and its derivatives after other letters; as, *re ceive', re ceipt'; re lieve', relief'.*







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